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ABSTRACT

The handbook is designed to be an introduction to a larger collection of materials on career education which is available through the Michigan Department of Education. The first of the handbook's five sections is an introduction which presents an overview of the handbook outlining its purposes, manner of development, and proposed plan of dissemination. Section 2, on creating awareness, understanding, and receptivity for career education, provides specific suggestions regarding approaches to various publics and implementing career awareness plans through personal contacts, printed matter, meetings, and mass media. Section 3, organizing for career education, discusses procedures for organizing an LEA (Local Education Agency) and a CEPD (Career Education Planning District). Section 4, generating a plan for career education, includes planning formats, requirements, materials and suggestions for LEAs and CEPDs. Section 5, program development, briefly discusses program development components and treats at greater length the topics of career exploration and career placement. In addition, resource material packets covering the following subjects are included: goal setting; guidelines for career education programing; and partnerships in career education among business, industry, labor, government, the community, and the schools. (JR)

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CAREER EDUCATION
HANDBOOK
FOR
IMPLEMENTATION

MICHIGAN
CAREER
EDUCATION

CE 006737

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

INTRODUCTION

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FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experiemental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

It is essential to read the Introduction first for information on contents and understanding of the plan for the development of the handbook. With this guidance you will be able to read selectively, according to your own interests and the state of readiness of your school district. It should not be necessary to digest it from cover to cover before using it for your own situation.

STATE BOARD OF EDUCATION

Marilyn Jean Kelly
Gorton Riethmiller
Edmund Vandette
Annetta Miller
Barbara Dumouchelle
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Roger Tilles

ACKNOWLEDGMENTS

Acknowledgment is hereby made of the many valuable contributions of those administrators, Career Educators, and local community members who have assisted with their advice and comments in the preparation of this handbook.

The Kent Intermediate School District has provided coordinating services for the handbook development.

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V. PROGRAM DEVELOPMENT

To be developed later and revised periodically...Sub-sections to include: Instruction....Guidance....Placement... Occupational Information Systems.... Exploration....Administration, supervision.. Staff development.

VI. PROGRAM EVALUATION

To be developed as policies and requirements are established.

VII. RESOURCE MATERIALS

A listing or resources available for planning, implementing and evaluating a Career Education program.

NOTE: This booklet is prepared at this time to show what the Handbook will include. It will be subject to change as the complete Handbook is developed.

INTRODUCTION TO CAREER EDUCATION

Career Education is coming to Michigan schools. Across the state, school districts are initiating or practicing Career Education programs or preparing to organize for Career Education.

With the signing of Public Act 97 on May 7, 1974, the status and significance of Career Education was recognized and established. The development of plans for implementing Career Education in each district was encouraged and made possible by the creation of a statewide organization to include a Career Education Advisory Commission, regional Career Education Planning Districts and Career Education Planning District Councils.

By initiating this action, Michigan becomes one of the leaders in implementing the purposes of Public Law 93-380 of the Federal government, which established an Office of Career Education in the Office of Education, ordered a survey and assessment of current programs, authorized grants for demonstration projects and state development plans, and prescribed the creation of a National Advisory Council for Career Education.

The Michigan Career Education Act also states: "Beginning with the 1975-76 school year each local education agency shall have a comprehensive Career Education plan and shall establish performance objectives."

This handbook is one unit of three levels of information available on Career Education:

The first is Public Act 97 of the State of Michigan 77th Legislature, an act to "promote the planning and development of career education programs; to create a state career education advisory commission and local career education planning district councils and to describe their powers and duties; and to prescribe the powers and duties of certain state departments and agencies."

Guidelines

Next is the "Guidelines for Career Education Programming," which spells out the minimum requirements as determined by the State Board of Education for Career Education programs. It presents a conceptual definition of Career Education and identifies appropriate goals and objectives which will extend the conceptual definition in Michigan. The structure of the field organization is described, with roles and responsibilities defined for each component, and planning requirements for the Local Education Agency are explained.

The Handbook

Since the Guidelines is not a manual of procedures, it will be supplemented by the material included in this "Handbook for Implementation," which contains suggested activities and procedures that can be used or adapted by local schools. The handbook will utilize the accumulated experience of districts which have been in the forefront of Career Education implementation. It will be written with the advice and consultation of Michigan school people who have organized Career Education programs, conducted goal-setting surveys, and progressed through various phases of experimentation and implementation.

ANNOTATED OUTLINE

The following Annotated Outline provides information on the content of the handbook which should permit the reader to locate the sections most applicable to his immediate needs. The book may be read in whole or in part, in whatever order it can best serve the reader.

I. INTRODUCTION TO THE HANDBOOK

This section presents an overview of the entire handbook, describing the contents of each remaining section and outlining its purposes, manner of development and proposed plan of dissemination.

II. CREATING AWARENESS, UNDERSTANDING AND RECEPTIVITY FOR CAREER EDUCATION

This section provides the reader with suggestions and information useful for planning and conducting awareness and understanding activities. In addition to narration, it includes a listing of items useful in such an effort. These items include:

a) Career Education flyers
b) Career Education brochure (Concept Paper)
c) Career Education Conference folder and contents
d) *Career Education: An Introduction*
e) Career Education Slide/Tape Program
f) Career Education radio and TV materials
g) Others, including commercially available materials, *Guidelines for Career Education Programming*, etc.

III. Organizing for Career Education

This section outlines suggestions and information regarding known effective techniques for organizing an LEA (Local Education Agency) and a CEPD (Career Education Planning District). Suggestions for various committees, responsible parties and descriptions of roles are included.

IV. Generating a Plan for Career Education

This section includes the planning formats and requirements. In addition, materials and suggestions useful in meeting requirements are included. For example, one planning requirement for LEA's is activities to develop and prioritize goals. This section of the handbook includes a Goals Setting Package, which is a suggested approach to developing and prioritizing goals. The pattern of this section continues in a similar fashion. This section, therefore, in addition to planning forms and directions in narrative form, includes suggested approaches to meeting requirements.

V. Program Development

This section, to be developed over a larger time span and revised periodically, presents details pertaining to program development and operation. Sub-sections in this section will be:

a) Instruction
b) Guidance
c) Placement
d) Occupational Information Systems
e) Exploration
f) Administration, Supervision
g) Staff Development

When fully developed, this section will outline a Michigan Model for Career Education.

VI. Program Evaluation

As policy and requirements for program evaluation become reality, this section will be developed to pass along the information and suggestions to LEA's and CEPD's.

HOW IT WAS DEVELOPED

Because local school districts will be involved in preparing their comprehensive plans for Career Education within the coming months, it is recognized that the need for this handbook is immediate. Yet, to be valid, it must be based on experience and proven techniques.

Since this type of development requires substantial time in order to involve people who have this experience, it is impossible to develop and distribute a complete handbook in time to be of use to local schools in planning for Career Education. Therefore, the various parts of the handbook are being addressed in priority fashion. These parts will be made available as they become completed and may be added as they are received to the sections initially distributed. Each section will be bound separately so that it can be used alone or filed in the total handbook.

ARE YOU READY?

This handbook is for you. Are you ready? To help you answer this question, here are more questions, which may help to pinpoint your readiness for action:

1.1 Are you informed about Career Education, including the experiences of Research and Development project schools?

1.2 Are you familiar with services and materials available for your use from the State Department of Education?

1.3 Are you familiar with Public Act 97 (especially its implications for Career Education Planning Districts and Local Education Agencies)?

If your answer to any of the above is, "No," you may wish to refer to State Department of Education publications Career Education: An Introduction and Guidelines for Career Education Programming.

1.4 Are you familiar with principles for planned change (especially as they pertain to securing commitment)?

If you need help in effecting change as part of the process of introducing Career Education, you will want to be aware of techniques that may be used and resources that are available. One of the basic methods is problem solving. Among possible resource people who may be familiar with the process of bringing about change are your local curriculum coordinators and teachers, your Career Education Planning District Coordinator and State Department of Education curriculum consultants.

Research has shown that a first step in effecting change is the recognition of a need. While your immediate plan may be the formulation of a Career Education plan, possible goal setting studies may show a fundamental need to adapt your approach to curriculum to achieve the goals sought by your community.

If this is your new objective, you may want to look for resources and resource people to help you. The next step is studying alternative solutions, implementing whatever seems to be the best solution and, finally, evaluating the effectiveness of what you have done.

As a change innovator, you will recognize that the strongest commitment will come when changes are initiated and applied by the persons directly involved, not by directive from above or from outside the system. You will probably find it best to encourage teamwork and participation from teachers and administrators and to seek the fullest utilization of resources within the system and the community.

WHAT IS YOUR DISTRICT DOING?

Next, it might be well to ask yourself, "Am I aware of all the present involvement in Career Education in our district?" The following questions might help to crystalize your thinking in this respect:

What progress has been made thus far toward:

1. Designating a Career Education leader?
2. Establishing a Career Education Committee?
3. Orienting the Career Education Committee?
4. Inservicing personnel?
5. Implementing Career Education programs?
6. Conducting a Goals Setting study?
7. Utilizing Career Education materials?
8. Developing Career Education plans?
9. Budgeting funds for Career Education?
10. Developing good community relations?

What progress is expected in the next two months?

After analyzing your readiness for Career Education and measuring your progress to date, you may ask yourself: "Does administrative understanding and support for Career Education exist in my district?" For suggestions on plans and techniques for building this support, read Section II, "Creating Awareness, Understanding and Receptivity for Career Education."

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

CREATING AWARENESS,
UNDERSTANDING,
AND RECEPTIVITY

FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experimental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

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CREATING AWARENESS, UNDERSTANDING AND RECEPTIVITY FOR CAREER EDUCATION

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CREATING AWARENESS, UNDERSTANDING AND RECEPTIVITY FOR CAREER EDUCATION

PART A - INTRODUCTION

INTRODUCTION

Since the Career Education approach to education is expected to affect the lives of hundreds of thousands of Michigan students, it is important that awareness and understanding of this concept be developed as quickly as possible. This awareness is essential, not only to the general public, but also within the schools, where acceptance must come to exist among the staff before Career Education can be implemented. This includes administrators, counselors, special program directors, and the classroom teacher; for, as Associate Commissioner Kenneth B. Hoyt has said, "The classroom is where all of these things either come together or fall apart." This section will offer suggested approaches to reaching many of the varied groups which you will attempt to inform.

MICHIGAN CAREER EDUCATION

The Career Education concept has been defined through the actions of people and agencies throughout the country. Many of these "definitions" or directions, as they may be called, vary in scope as well as in method. Upon the enactment of Public Act 97, the Career Education Act, an Advisory Commission for Career Education was formed to develop recommendations to the State Board of Education regarding the implementation of Career Education. From the beginning, this Commission recognized the importance of a clear and quality statement regarding the concept of Career Education.

The result of their recognition was a concept statement which is included in the brochure "Career Education in Michigan." This interpretation of the concept was developed through careful study of both alternative interpretations from across the country and the concepts which were evolving in pioneering schools within Michigan. Their conclusions, as reflected in the concept statement, were to a substantial degree a reaffirmation of the positions taken earlier by Michigan schools.

The Commission's concept statement was adopted by the State Board of Education on January 8, 1975. The materials identified in this section are intended to assist in the dissemination of this concept. As districts develop their Career Education programs, they are encouraged to give the "Michigan Career Education Concept" every consideration as a basis for their planning.

WHERE DOES YOUR DISTRICT STAND?

Who needs to become aware of Career Education?

After analyzing your readiness to plan for Career Education, as suggested in Section I, you may have answered the question Does administrative understanding and support for Career Education exist in my district? If the answer is not an unqualified "Yes," the first audience you will need to approach is probably the administrators. Tools and techniques for creating better awareness among this group within the district may be found in Part B.

Other important audiences inside the schools are the teachers, counselors and students. Audiences within the district, but outside the schools include the members of the board, the general public (including parents), and potential representatives to citizens' advisory groups. Listed in Part B are suggestions for reaching each of these audiences.

Similar approaches may be used for awareness efforts within the Career Education Planning Districts. Here again, your audiences may be both school administrators and their staffs and outside groups such as business and labor organizations, professional associations, churches and other character building institutions, parents and the general public. Any overlap that may occur as both CEPD's and local districts carry out awareness activities can only benefit both groups, provided that both relay factual information which is accurate and consistent. The CEPD coordinator can play an important role in meshing these efforts.

WHY IS AWARENESS NECESSARY?

For many years people have discussed the need for young people to receive instruction in school that will better prepare them for living, and especially working, when they graduate. Now that Career Education is in being, and implementation is imminent, it is important for such people to know that "This is it. Children are going to be better prepared; education is becoming more relevant." They need to recognize the meaning of Career Education when they hear it and to understand its significance to the lives of future adults. Through their understanding and acceptance, they can smooth its way and increase its effectiveness by their personal contributions of time or skills.

Parents through their attitudes, can augment the benefits their children can derive from Career Education. Students, through their understanding, can increase the acceptance of Career Education on the part of parents. Business and labor can contribute enormous assistance by participating in Career Education from its inception and making their facilities and resources accessible to the schools.*

While such awareness is growing in the community, school personnel must be developing or increasing their own understanding of the Career Education concept and Career Education values, and preparing their individual and group plans for implementation. They need to be a step ahead in their understanding of Career Education, if they are to be prepared to take an enthusiastic lead in bringing it about in their schools.

Students might turn out to be the group with the greatest readiness to accept Career Education. Thoughtful planning to help them understand the changes in their curriculum may pay large dividends in successful implementation in your schools.

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* For more specific information and suggestions on organizing and creating awareness within the community please see "Partnership in Career Education," Michigan State Chamber of Commerce brochure, and "Career Education," Chamber of Commerce of the United States.

WHO IS RESPONSIBLE?

Which individual is responsible for developing a Career Education awareness program will vary among districts, depending on each district's present position. If no organization has taken place, it is probably the superintendent, or in a CEPD the coordinator, who will need to take the initiative to build Career Education awareness. If a system has an administrative assistant for community relations, this person might be involved in the various projects to be undertaken. If a Steering Committee has been organized, members of this committee may be able to help plan and carry out awareness activities.

HOW DOES AWARENESS GROW?

The growth of awareness might be traced from its beginnings in a small group, through enlargement by personal contacts, to a general awareness by a large segment of the population. With increased awareness will come the beginnings of understanding, which will be followed by a growing acceptance as more and more gain awareness.

Research has shown that simple awareness will grow into understanding and acceptance as individuals become personally involved and feel increased ownership of ideas. The more they learn about a new idea, the more they become committed. As individuals become committed to a concept, they attract the interest of others, and the circle of people who are aware is constantly growing. At the same time, those who have become simply aware of the idea will gradually gain understanding too, through their contacts with people who have become knowledgeable, and they also may become committed to the idea. Our need, in establishing Career Education is for supporters who are both enthusiastic and knowledgeable. Identifying these potential leaders is essential to the success of the undertaking.

Identifying leaders

Since awareness grows from small beginnings to ever-widening circles, it is important to start with a small group of individuals known to be aware and supportive of Career Education. These people may be willing to take the leadership in identifying other interested people and in planning activities to increase general awareness.

One technique for identifying additional potential leaders is to send a mass mailing of an inexpensive leaflet or brochure, describing the new concept and including an invitation to respond. Those who respond, by mailing back a card, phoning for information, attending a meeting, or whatever form of response is suggested, may be the nucleus for the small receptive group with which you will start. Possibly these individuals have already been conditioned by hearing of Career Education on radio or television or in their reading. Any such previous awareness of the subject may lend credibility to the new approach from the schools.

This interested group is brought into contact with people who are well informed about Career Education. If they are teachers or counselors, they might be invited to attend informational workshops where they could receive assistance and encouragement from trained Career Education personnel. As their involvement grows, they will receive more extensive consultation and will begin trial experimentation and implementation. With successful practice, their enthusiasm will increase.

With their enthusiasm, they begin to affect other teachers, who become more aware of Career Education by seeing it originating out of the classrooms of this leadership group. Awareness also grows through the informal discussions that occur whenever two or more teachers get together. Thus the small group of interested people has shortly grown into a larger group of people who understand what Career Education is, or can be, and a much larger group of people who have now become aware of it.

WHAT TECHNIQUES ARE AVAILABLE?

Techniques and tools which may help to influence your target audiences and develop Career Education awareness include, among others:

TECHNIQUE	INFORMATION SOURCE
Meetings and workshops	Part C, In-Service Programs
Small group discussions	

Techniques
(continued)

TECHNIQUE	INFORMATION SOURCE
Person-to-person contacts	Part C, Personal Contacts
Involvement in committees	Sec. III, Organizing for Career Education
Participation in surveys	Sec. VII, Goal Setting Process
Classroom visits	
Programs at school	
Use of mass media	Part C, Working With the Mass Media
School newsletters	Part C, Newsletters
Outside newsletters, house organs	Part C, Newsletters
Audio visual aids Slide shows) Tapes) Films) Posters, etc.)	Career Education Resource Guide

Many resource materials that will assist you in the above categories have been developed by the Michigan Department of Education.

PART B - APPROACHES TO VARIOUS PUBLICS

WHERE DO YOU BEGIN?

When you are ready to plan activities for increasing awareness, you may find it helpful to first locate the list which suggests some of the techniques for the group which you wish to approach. If your first need is to gain further information for yourself, refer to the Career Education Administrator and Steering Committee, List 1, for resource materials to study. Then see other suggested activities in the same column.

Lists 2 to 7 contain some of the activities and resource materials which might be introduced as you work with other groups within the schools and outside the schools. If you are the person responsible for developing an awareness program, you may need to take the initiative in suggesting or organizing activities and making resources available. Other activities listed may be handled independently by teachers, students or others as part of the ongoing school program.

INSIDE THE SCHOOLS

C.E. Administrator/Steering Committee

List 1 - CAREER EDUCATION ADMINISTRATOR/ STEERING COMMITTEE

Study resource materials:
- Flyers
- Concept Paper
- Conference folder
- Career Education: an Introduction
- Slide/tape program
- Radio, TV materials
- Guidelines
- Handbook for Implementation
- Public Act 97
- U.S. Chamber of Commerce brochure
- Michigan Chamber of Commerce brochure
- Commercially available materials

Work with CEPD coordinator or other knowledgeable consultants.
Attend in-service sessions in neighboring CEPD's.
Plan awareness projects for staff.

(continued)

List 1
(continued)

Write letters to recruit Advisory Committee members.
Plan orientation workshop for Advisory Committee members.
Prepare informational radio spots.
Write proposed series of informational or feature articles for newspapers.
Contact newspaper editors.
Contact radio and TV news directors.
Prepare news releases for press, radio and television as committee organization or other activities occur. Use names of citizens active in Career Education planning.
Plan assembly programs for students.
Plan parent orientation meetings, Career Education open houses, etc.
Place Career Education posters in schools.
Use school newspaper and community newsletter to explain Career Education.

Other administrators

List 2

List 2 - OTHER ADMINISTRATORS

School administrators who need greater motivation to pursue Career Education planning or wish to increase their knowledge and comprehension of Career Education might be encouraged to carry out any of the activities outlined in List #2. The Career Education coordinator can be helpful in bringing available resources to the attention of the administrators and expediting arrangements for suggested activities.

Attend CEPD level meetings on Career Education.
Bring in outside consultants.
Study resource materials from List 1.
Attend in-service workshops.
Visit active programs in other districts.
Visit local classrooms.
Invite Career Education leaders to professional association meetings.
Participate on Steering Committee.
Speak on Career Education to service clubs.
Encourage use of posters, staff newsletter and school district newsletter for Career Education awareness.

Teachers and counselors

List 3

List 3 - TEACHERS AND COUNSELORS

The list for teachers and counselors includes materials and services which might be made available to them by the Career Education administrator, as well as activities in which teachers may participate, both for personal growth and for developing awareness in students and parents.

Tools and activities which may build awareness:

Posters in teachers' lounge or offices
Resource materials as in List 1
Staff newsletter - continuous feature on Career Education
School newspaper
District newsletter
In-service workshops with speakers, consultants, slide/tape presentations, films, role playing, and small group discussions
Visits to other schools
Preparation of Career Education exhibits of student work
Programs for parents
Informal discussions in teachers' offices or lounge
Administrative encouragement for Career Education programing
Steering Committee membership
Small group involvement on a regular basis following in-service workshop
Involvement in Career Education curriculum or development
Helping students identify career development potential in daily learning situations.

Students

List 4

List 4 - STUDENTS

Posters in school
Assembly programs
Exhibits of work
Field trips
Identification of Career Education with daily learning process
School newspaper
Student Council projects
Involvement in Goal Setting process
Preparing programs for parents and other students
Helping to plan lessons
Advisory Committee membership

OUTSIDE
THE
SCHOOLS

Board of
Education

List 5

List 5 - BOARD OF EDUCATION

Listed for board of education members are informational materials and services which might be provided by the Career Education coordinator or superintendent in the LEA or by the CEPD coordinator or ISD on a regional basis.

Informational meetings on Career Education presented by superintendent and/or outside consultants
School Board Association meetings on Career Education
Printed informational materials (see List 1)
District newsletter
Involvement in organizing process
Departmental presentations at board meetings
Slide/tape or film presentation at meetings
Other factors as listed under "General Public"

General
Public

List 6

List 6 - GENERAL PUBLIC

For the general public, which includes school district parents, the person responsible for building awareness can make use of any and all resources of the mass media, public programs and local displays, as well as any unique and imaginative projects that will appeal to the interests of the community.

Open meetings at school
District newsletter
School newspaper
Daily newspaper
Weekly shopping paper
Radio and TV spots
Radio and TV talk shows
Radio and TV news features
Direct mail letters
Participation in Goal Setting process
PTA meetings
Store window displays on Career Education
Library displays on Career Education
Career Night in school

Potential Citizens' Advisory Committee members

List 7

List 7 - POTENTIAL CITIZENS' ADVISORY COMMITTEE MEMBERS

For members of groups which you might wish to have represented on a citizens' advisory committee, List 7 suggests possible approaches which might help to increase the receptivity for Career Education. The list of organizations is merely suggestive of examples--not intended to include all possible organizations.

Labor organization officials
- Personal contact
- Article for union newspaper
- Recruiting letter
- School visit

Industry executive
- Personal contact
- In-plant newsletter
- Recruiting letter
- School visit
- Chamber of Commerce brochures

Small business owner
- Personal contact
- Recruiting letter
- School visit
- Chamber of Commerce brochures

Arts, library, museum, etc.
- Personal contact
- Recruiting letter
- School visit

Chamber of Commerce executive
- Personal contact
- Recruiting letter
- Informational materials provided for office
- Articles for monthly news publication
- State and U.S. Chamber of Commerce brochures

Supermarket owner
- Personal contact
- Recruiting letter
- Posters for display
- Flyers for distribution

(continued)

List 7
(continued)

- Clergy
  - Personal contact
  - Recruiting letter
  - Announcements for church bulletin

- Community College administrators
  - Personal contact
  - Recruiting letter
  - Posters for college halls

PART C - IMPLEMENTING AWARENESS PLANS

PERSONAL CONTACTS

INTRODUCTION

It has long been accepted that person-to-person contacts are one of the most effective methods of disseminating information. Possibly because the language of communication is more likely to be simple and straightforward when people talk to each other, the concepts presented are more easily understood. The message also may carry more weight because it comes by word of mouth, either because some knowledgeable person has taken the trouble to talk to us, or because someone who has no personal profit motive, perhaps our neighbor, is telling us about it.

The possibilities of personal contact in developing a Career Education awareness program are limitless. What contacts come first and by whom depends on individual circumstances. Some contacts will be needed immediately and others will be more effective after some implementation has taken place. The chart on the next page and the following paragraphs identify some of the possible combinations.

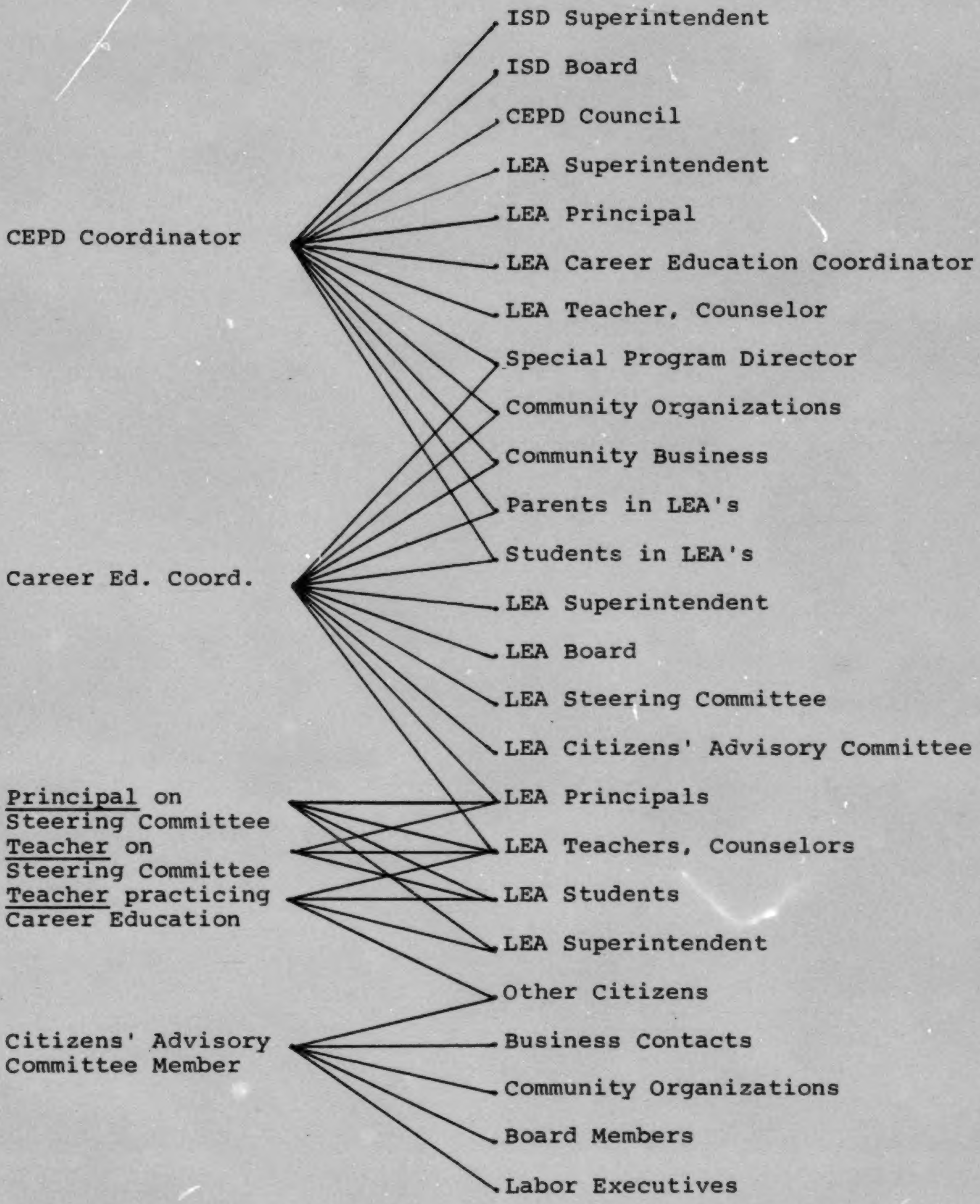
ISD AND CEPD

In the early stages of initiating planning for Career Education frequent contacts may be needed between the CEPD coordinator and the top administration of the Intermediate School District. This may be either the superintendent or an assistant. It is essential that this responsible official have a good grasp of the Career Education approach and an interest in encouraging planning and implementation.

CEPD coordinator and board

Working through the superintendent, the CEPD coordinator may make arrangements to talk to the ISD board members to help create the understanding and receptivity for Career Education that will be necessary to obtain board support for districtwide activities.

PERSONAL CONTACTS


CEPD Coordinator
ISD Superintendent
ISD Board
CEPD Council
LEA Superintendent
LEA Principal
LEA Career Education Coordinator
LEA Teacher, Counselor
Special Program Director
Community Organizations
Community Business
Parents in LEA's
Students in LEA's
Career Ed. Coord.
LEA Superintendent
LEA Board
LEA Steering Committee
LEA Citizens' Advisory Committee
Principal on Steering Committee
Teacher on Steering Committee
Teacher practicing Career Education
LEA Principals
LEA Teachers, Counselors
LEA Students
LEA Superintendent
Other Citizens
Citizens' Advisory Committee Member
Business Contacts
Community Organizations
Board Members
Labor Executives

Although the CEPD coordinator may be the best informed person in the ISD concerning Career Education, he or she may not always be the most effective person to communicate with administrators or with board members. To lend authority to presentations about Career Education values, it might be useful to engage consultants from the Michigan Department of Education or the Michigan Career Education Consortium for the early contacts with the board. Regional meetings of administrators are also suggested as a means of giving superintendents authoritative information about Career Education.

Contacting LEA superintendents

Before a CEPD Council is organized it will probably be necessary for the coordinator to contact the superintendents of all school districts in order to get balanced representation on such a council. Although the requests for nominations might be made in letter form, it would probably be helpful to make personal contact as early as possible with each superintendent.

Contacts with CEPD Council

After the council is organized the members will probably need a great deal of orientation to the Career Education concept. This may be particularly difficult to carry out where CEPD councils are involved in many other matters besides Career Education planning. Besides using audio-visual techniques and other resources that might be used in awareness workshops, it might be wise to plan regular contacts between council members and Career Education leaders. One recommendation is the presentation of a short informational session on Career Education as a regular part of every CEPD Council meeting. In-service on a continuing basis has been found to be much more effective than comprehensive sessions on a single or short-term basis.

Designated LEA contact

The next important contact for the CEPD coordinator may again be the local superintendent, who will be asked to designate a Career Education coordinator or contact person. It may not be easy to obtain the appointment of someone who has both the authority to facilitate staff involvement in Career Education and the personal interest to assure immediate and continuous pursuit of planning goals. A teacher who is deeply involved with Career Education in his or her classroom may find it difficult, no matter how willing he or she may be, to cut the red tape and obtain the necessary authority to organize activities for other staff members. On the other hand, someone on the administrative level may be too involved with other responsibilities to give Career Education planning the priorities it will need unless he or she has a strong commitment to the task. The superintendent must exercise his or her best judgment in selecting the individual who will be most effective for the district.

CEPD coordinator and local coordinator

After contacting superintendents in his or her districts, the CEPD coordinator will begin to concentrate more time and effort in contacts with the LEA Career Education coordinators, and through them with principals and teachers in the districts. The coordinator can serve as guide, counselor and expediter for staff members who are involved with planning or implementing Career Education, and the personal contact is the most effective way of increasing the interest and knowledge of individuals. While the CEPD coordinator assists the local coordinator, the local person will guide and assist the school staff, helping the small core of people who are aware grow into a larger group of people who understand.

Other important contacts

Other contacts in the CEPD region may be the directors of special programs, who can help the CEPD coordinator gain entree to various schools. The coordinator may also arrange meetings with business people in the region to encourage general support for Career Education. Community organizations may be other sources of contact, when the coordinator may have the opportunity to speak about Career Education. Attending meetings in various LEA's, the coordinator may have valuable contact with parents and students from the area.

LEA coordinator

The local Career Education coordinator will probably make use of personal contacts in many of the same ways as the CEPD coordinator. After receiving a clear understanding of his or her assignment from the superintendent, the LEA coordinator will probably make many personal contacts in

Recruits Steering Committee

the process of organizing for Career Education. Knowing the importance of identifying leaders, he or she will talk to many people in different schools to find out which people are really aware of Career Education and interested in implementing it. These may be the potential candidates for the Steering Committee. There will also be principals or other administrators to talk to about the committee. In many cases the coordinator may be interviewing and recruiting members for the Steering Committee and obtaining administrative approval for the selection if he or she has not already been given that authority.

Organizes Advisory Committee

Organizing the Citizens' Advisory Committee will take the coordinator outside the schools for contacts with the business community and numerous organizations which might provide representation. He or she will talk to parents or get suggested parents' names from principals as contacts for the committee. Principals would probably also suggest students as candidates for the nomination. All of the groups suggested in Section III for representation on the Citizens' Advisory Committee would be potential personal contacts for the coordinator. He or she can probably get help in making these contacts from administrators, board members or parents who happen to be acquainted with the person to be contacted.

Works with CEPD coordinator

Another important contact for the LEA coordinator will be the CEPD coordinator, who will usually be available with advice and guidance, especially when the LEA is first concerned with developing a Career Education plan. The local coordinator who keeps in close touch with the CEPD coordinator may find many opportunities to save time, money and effort by taking advantage of services organized on the regional level. This person will also be his or her bridge to the state level and an advisor on resources available.

The local coordinator may be helped in making school contacts or in knowing whom to contact by the directors or consultants of special programs, who are making regular visits to all area schools.

Other important contacts

Personal contact is also valuable as it occurs between principals, teachers and consultants on the Steering Committee and their counterparts in the various schools. This is where Steering Committee members can learn the wishes and interests of the people they represent and can keep their peers informed of plans and progress of Career Education in the district.

The teacher or counselor who is actively practicing the Career Education approach is one of the most influential sources of personal contact. The example he or she sets by dedicated involvement in Career Education and the effects this may have on the students are certain to have some influence on other teachers. Members of the school administration may learn from this example, as will board members and parents. The teacher's contact with parents or other members of the community who assist with Career Education units is another influential personal contact.

Citizens' Advisory Committee members have the opportunity for many important contacts--in the schools with Steering Committee members, board of education and administration--in the community with business, labor and community organizations. The examples are merely a sampling of the multitude of person-to-person contacts that can increase the effectiveness of Career Education and help build awareness, understanding and receptivity.

NEWSLETTERS, BROCHURES AND OTHER PRINTED MATTER

INTRODUCTION

Printed materials can be a valuable asset to the promotion of awareness, understanding and receptivity provided they are readable, applicable to the purpose for which intended and presented in such a way as to ensure their being used. In spite of the recognized importance of personal contact in building awareness, there are limits to its use in comparison to the numbers of people who should be contacted, and printed materials provide a useful alternative in many cases.

AS A SUPPLEMENTARY RESOURCE

Printed resource materials may serve as a support medium for other techniques such as use of the mass media, films, slide/tape programs and in-service workshops. The flyers, brochures or other materials distributed as part of programs based on the same or similar subject matter will probably be carefully read partly because the recipient's interest has been aroused by the other techniques or media. Examples of materials which can be used for this purpose include:

"An Approach, Career Education in Michigan"
   (flyer available from M.D.E.)
"Career Education in Michigan"
   (brochure available from M.D.E.)
"Career Education Concept Paper"
   (concept description available from M.D.E.)
"Public Act 97" (copy of Career Education Act
   available from M.D.E.)
"Career Education Resource Guide" (identification
   of commercially available Career Education
   resources to complement and supplement local
   program - available from M.D.E.)*

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* Career Education, Michigan Department of Education, Box 420, Lansing, Michigan 48092

AS A TECHNIQUE

Attractive, well-written flyers, brochures and newsletters can be effective instruments in the public relations efforts necessary to achieve widespread understanding of Career Education. In addition to using materials such as those listed above or producing similar pamphlets for specialized local uses, districts can make good use of existing printed media such as the newsletter of the Intermediate School District or the LEA. Articles about Career Education activities in the district will be read by many people who receive such newsletters on a regular basis. When there are events to publicize which will benefit from the support of local industry or organizations, it would be worthwhile to investigate other news outlets, such as the house organs or in-plant newsletters of industrial or business establishments. Lists of such outlets are sometimes available in the local library. The news releases which are described in the section on Mass Media can be condensed into briefer form for the smaller newsletters or rewritten to conform to the needs or special interests of these publications.

POSTERS

Another effective form of printed resource materials is the Career Education poster. These have been suggested for use in schools and community as a medium which will create a quick awareness response in the viewer. An interesting set of posters has been developed under the sponsorship of the Upper Peninsula Association of School Boards. Information on producing such posters and complimentary sample sets may be obtained as long as they last by contacting Mr. Tom Pierson, CEPD Coordinator, Marquette-Alger Intermediate School District, 427 West College Avenue, Marquette, Michigan 49555. Radio and television spot announcements are also available on loan from the same source.

IN-SERVICE MEETINGS

INTRODUCTION

One of the most essential elements of an awareness building program is the in-service workshop. First, it may be used to create awareness or reinforce understanding of Career Education on the part of board members, committee members, administrators or teaching staff who attend. Then, as one of the possible subjects for in-service, it may also teach participants how they can help build awareness in others. As a continuing program, in-service meetings can cover a wide variety of subjects which will assist the LEA in its venture into Career Education. In-service may be a local project, a joint effort of several districts within the Intermediate School District, or a county-wide or CEPD-wide understaking. Factors to be considered in the planning include budget, time and place, designated leaders, types of meetings, content and in-service needs.

STEPS IN ESTABLISHING IN-SERVICE PROGRAMS

Some of the steps which have been recommended for setting up in-service programs may be described as follows:

1. Build bridges (make contacts to create understanding with the people needed to provide support).
2. Identify clients (Who should attend?)
3. Explore resources (Who can conduct or teach? How can participants be released to attend? How can costs be covered?)
4. Develop delivery mechanism (organization for workshops).
5. Survey in-service needs (to determine content while increasing awareness).
6. Plan in-service meetings (putting together promotion, leadership, clients, content, methods, resource materials and future goals).

The order for approaching these steps may vary with different districts, and each will adapt any suggested practices to its own particular needs. In following paragraphs, however, the steps will be detailed according to the above outline.

BUILDING BRIDGES

Before in-service workshops are offered or even planned, there needs to be a base of support in the local district. Although such workshops are a means of increasing awareness and support, they are not usually the first effort to be made. Interested potential leaders need to be identified among the staff, administrative and board approval needs to be obtained, and school people generally need to be aware of Career Education and its meaning to schools, students and community.

Securing approval

If the responsible person is the local district Career Education coordinator, he or she will probably contact school administrators, and through them, the board of education, to explain the need and the advantages to the district of in-service workshops on Career Education.

If the initiator is the CEPD coordinator, he or she can work through superintendents or their designated Career Education administrators in the LEA's to lay the groundwork for requesting in-service workshops. In this way the coordinators, either local or CEPD, will be building bridges by establishing who the essential contact persons are and gaining access to responsible policy making bodies.

Working with existing committees

In addition to gaining board approval, the coordinators might contact existing curriculum or in-service committees to establish the advantages of in-service in Career Education and either work through these committees or gain their support and assistance in planning workshops.

Informal communication to create awareness

General awareness of Career Education among school personnel may be created by many informal methods, as listed in Part B and other sections of Part C. The availability of in-service workshops might be discussed in faculty meetings and in organizing meetings of Steering and Advisory committees. Later, surveys would help establish the details of content, time and place, which would be publicized when available.

Distribution of flyers such as "An Approach, Career Education in Michigan,"* is another means of building staff awareness, which could also be helpful in identifying interested people if a reply were requested.

A third, and very important, method is the personal approach by the coordinator or other knowledgeable leader, who may try to identify the interested staff members and encourage this small group to increase their knowledge and enthusiasm by participating in in-service workshops.

IDENTIFY CLIENTS

Deciding who should attend a Career Education workshop will probably be the responsibility of whatever group is planning it.

On the CEPD level the coordinator might be planning a basic Career Education awareness meeting for key people in the local districts. Here the clients might be the Career Education administrators, other interested administrators, board members and Career Education leaders among the staffs of the various districts.

For a large meeting planned for inspirational purposes, the CEPD coordinator might ask each district to send five to seven persons. Representation could be broadly based, including boards of education, CEPD Council members, administrators, teachers and counselors. The stimulus of a message by a nationally known Career Education leader could be beneficial to all levels, but follow-up meetings would be essential for those who are going to work with implementation. Follow-up workshops on a CEPD level might be planned for LEA Steering Committee members. These sessions would enable the participants to plan and carry out similar meetings in their own districts, either separately or jointly.

If a Steering Committee on the local level is planning a workshop, its clients will probably vary according to the purposes of the meeting. In the earlier stages, where developing awareness is a major concern, an attempt may be made to draw in the teachers and counselors from each school that have shown the greatest interest in Career Education. These may be the key people to assist in enlarging the awareness group. In a follow-up meeting, where skill development might be the objective, the committee would probably try to involve the same participants and add others who have become interested as a result of the first group's activities.

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* Available from: Career Education, Michigan Department of Education, Box 420, Lansing, Michigan 48092

EXPLORE RESOURCES

Who can teach?

Resource people for in-service workshops may be found at the State Department of Education level, the university level, the CEPD level and the LEA level. CEPD coordinators may be able to help local districts contact the appropriate people through their direct associations with the Michigan Department of Education

University consultants may be reached through members of the Michigan Career Education Consortium. Contact persons for the current participating universities* are the following:

CENTRAL MICHIGAN UNIV.
Mt. Pleasant, Mich. 48859
(517) 774-3208
Paul Kussrow

EASTERN MICHIGAN UNIV.
Ypsilanti, Mich. 48197
(313) 487-3270
John Waidley

FERRIS STATE COLLEGE
Big Rapids, Mich. 49307
(616) 796-9971
Richard Warner

MICHIGAN STATE UNIV.
East Lansing, Mich. 48824
(517) 355-9606
Cas Heilman

NORTHERN MICHIGAN UNIV.
Marquette, Mich. 49855
(906) 227-2400
W. A. Berg

UNIVERSITY OF MICHIGAN
Ann Arbor, Mich. 48104
(313) 764-8424
Gordon McMahon

WAYNE STATE UNIV.
Detroit, Mich. 48202
(313) 577-1665
Stephen B. Hillman

WESTERN MICHIGAN UNIV.
Kalamazoo, Mich. 49001
(616) 383-1690
David R. Taylor

Additional information can be obtained from: Robert Weishan, Educational Consultant, Personnel Development Unit, Michigan Department of Education, Lansing, Michigan 48904, (517) 373-8626.

* Plans are underway to expand this participation to other institutions; as this is done, additional contact information will be provided.

The consortium is a cooperative organization formed to coordinate and plan the personnel development efforts of the universities relative to the implementation of the Michigan Career Education Model.

Districts may be interested in using Consortium consultants for assistance. It has been recommended that requests for services be as specific for each purpose as possible. Consortium members can be asked to come to the schools and provide a preview of the materials and services they can offer.

On the CEPD level the coordinator may be able to assist with in-service projects and to recommend qualified and experienced staff members from either local or neighboring schools to participate.

How can participants be released to attend?

One factor which could greatly expedite the release of staff for in-service would be the establishment of a common calendar for in-service days among all districts in the CEPD. This would be especially important for small schools sharing in-service programs. Possibly two days a year could be negotiated in contracts for released time and these two days could be devoted to Career Education in-service.

Voluntary attendance

Volunteer time by interested individual teachers could be an important factor. Some would be willing to attend meetings after school hours. Such meetings might be follow-up sessions after major workshops on released time. Some teachers might use their professional days or personal business days to attend in-service meetings or work on specific plans.

Compensated time

How are costs covered?

Some districts have been able to release teachers for in-service on a compensated basis by hiring substitutes while they attend meetings. In some cases CETA funds have been used. Another funding method is for seed money to be supplied by the Intermediate School District and matched by the LEA. Under such an arrangement, teachers willing to make a firm commitment may be able to obtain a mini-grant from the LEA or the CEPD for released workshop time or purchase of materials.

Since contractual obligations usually require teachers to be in the building from 15 to 45 minutes after school closes, it may be possible to use some of this time for in-service. If staff meeting time is not fully utilized to the extent provided for in the contract, the contracted time might be partly devoted to Career Education in-service.

Credit courses

When Career Education in-service is presented by university personnel on a credit basis, teachers may be willing to pay fees to attend and universities, in return, may offer additional local services.

Sharing released time

Among released time periods which might be shared by Career Education in-service are the school's record day and parent-teacher conference days. Half days are another practical way of gaining time because the schools can still be credited with a day of school. Teachers might be willing to contribute a half day of uncompensated time in exchange for a half day of released time. In all of these cases it is important to obtain good public understanding of the reason for the released time.

DEVELOP DELIVERY MECHANISM

On the regional level the CEPD coordinator will probably be responsible for developing the organization for in-service workshops, either for the total CEPD or for combinations of districts that are adjacent to each other or similar in needs. On the local level, the Career Education administrator or other responsible person would proceed in a similar manner, calling on the CEPD coordinator as needed for advice and assistance.

Common in-service calendar

Plans for joint in-service efforts could be implemented more easily if districts had a common calendar of in-service dates. Encouragement for developing a coordinated in-service calendar could come from the CEPD coordinator, with support from the ISD superintendent and board. Such a project might be given a high priority for implementation as Career Education proceeds.

Further assistance in the complicated project of planning joint in-service could come from consulting and working with any existing in-service or curriculum committees as plans are developed.

Timing

Timing for in-service meetings will depend on the method to be used for obtaining released time for participants. Assuming that the districts involved had agreed to use a series of half days for the workshops, the teachers might be released on a grade level basis. The number of grades to be combined would depend on the size of the district and the percentage of representation. However, one half day, for example, might be planned for representation of lower elementary grades, another for upper elementary, one for middle school and another for high school.

Later follow-up meetings might be scheduled, at least in individual districts, for after school time, either during time periods when teachers are compensated according to contracts or on time volunteered by participants or a combination of both.

Funding

Funding sources for regional meetings might be the ISD, the combined school districts, a combination of these, or whatever other resources might be available.

Staffing

Staffing resources, as mentioned earlier, could include Michigan Department of Education consultants, the university consortium, the CEPD coordinator or assistants, and experienced LEA personnel. The team approach, or a combination of leaders from these groups, has been an effective method of working with in-service on a continuing basis.

As soon as the purpose of the workshop and the dates of meetings are set, the coordinator, workshop chairman or other responsible person should contact potential consultants and negotiate for possible services. Choice of resource people need not be limited only to the nearest university or even the nearest CEPD. If the services proposed by one institution don't seem to be adequate for local needs, in-service planners might well contact other places and other people. In addition to the CEPD coordinator in the local region, planners might wish to invite personnel from other regions to assist as consultants.

SURVEY IN-SERVICE NEEDS

The major purpose of the workshop can best be determined by making an actual survey of participants' needs. These will probably vary among districts at any given time because of the differences in levels of planning and implementation, but results of a survey form should help determine what goal or goals would serve the majority.

The CEPD coordinator or planning committee might send a questionnaire to local districts or the LEA coordinator might send it to local school buildings requesting some of the following information:

What would you like to see included in the course or workshop?

(Check list of topics:)

1. Awareness, understanding and receptivity to Career Education.
2. Developing goals.
3. Career Education activities to be used in the Classroom.
4. Infusing Career Development into existing curriculum.
5. Infusing Career Development into the guidance program.
6. Cooperation with the Community.
7. Resources.
8. Others ____

Number of people interested __________

Preferred time and day ____________________________

Location ____

The questionnaire might also offer the possibility of taking the course for university credit. A tabulation of replies would provide the information necessary for planning course content and, in addition, give some indication of interest for future workshops.

PLAN IN-SERVICE MEETINGS

A series of workshops planned as comprehensive in-service for Career Education might cover two levels: awareness and skill development. The first would probably concentrate on use of various materials to help clarify definitions, promote greater awareness and increase understanding. In addition to a possible half day of in-service, a question and answer service might be made available and participants could be given an opportunity for continuous communication with Career Education leaders who could assist them.

In a month's time or less a workshop for skill development would be beneficial, with a possible three consecutive days spent on Career Education infusion or curriculum planning. This too should be followed by periodic additional workshop days.

A basic awareness workshop

The following agenda is the outline of a suggested workshop for basic Career Education awareness as presented earlier this year.

I. Introduction to Career Education
  A. Definition
  B. Michigan Model
  C. Public Act 97
(Conducted by representatives of the Michigan Career Education Consortium of teacher education institutions.)
  Folder of informational materials distributed.

(30 minutes)

II. Film: Work Is Child's Play - applying Career Education to the classroom. (This is an appropriate film which has been found to be useful; however, it is not completely consistent with the Michigan model of Career Education, containing a few minor variations.)*

(30 minutes)

III. Next steps - Where do we want to go from here? Discussing establishment of a Steering Committee and its possible tasks. (A presentation by Career Education leadership in the local schools or the CEPD)

(30 minutes)

An inspirational awareness meeting

The following program is an example of a CEPD-sponsored meeting planned to provide inspiration and stimulus for greater commitment to Career Education. Letters were sent to each local district inviting them to send five or six people to hear a dynamic, nationally known spokesman for Career Education. It was suggested that participants represent all levels, including board, administration, teachers and counselors and that they be people who had not yet committed themselves to Career Education.

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* Available Centron Educational Films
1621 W. 9th Street, Lawrence, Kansas 66044

WELCOME	Career Education director of host district
"CAREER EDUCATION WHAT IS IT AND WHY?"	Slides and presentation by nationally known speaker.
CAREER EDUCATION IN THE CEPD	Reports of Career Education activities in schools of the CEPD area presented by elementary, middle and high school teachers, a guidance director and a superintendent.

Potential resources for workshops

Listed following are films and tapes which deal with overall concepts of Career Education, such as might be shown to teachers, parents, business and labor groups and civic organizations to help them develop a basic understanding, in broad outline, of the nature of Career Education.

Texas Career Education Film
30 min., 16 mm., color, sound
For information contact:
Mr. Ray Barber
Director, DORD
Texas Education Agency
201 East 11th Street
Austin, Texas 78701 (512)475-4641

USOE Career Education Film (Olympus Research Co.)
For information contact:
The National Audiovisual Center
Ordering Section
Washington, D. C. 20409

"Career Education"
27 min., 16 mm., color, sound
Purchase price: $85.75
Rental fee: $12.50 (can be applied to purchase price)

"Career Education: Steps to Implementation"
159 color 2x2 slides and audio tape reel
Purchase price: $25

"Career Education: Steps to Implementation"
Filmstrip tape combination with 159 frame 35 mm. filmstrip, color, tape reel
Price: $10

Georgia Career Education Film
30 min., 16 mm., color, sound
For information contact:
Mr. Paul Scott
Research Coordinating Unit
State Department of Education
302 State Office Building
Atlanta, Georgia (404)656-2429

New Jersey Career Education Film
"Choice Not Chance"
25 min., 16 mm., color, sound
For information contact:
Mr. Robert J. Phillips
501 Lincoln Highway
Iselin, New Jersey 08830 (201)283-2820

Ohio State University Career Education Film
Center for Vocational and Technical Education
"I Want to Be..."
13 min., 16 mm., color, sound
For information contact:
Mr. George Barber
Ohio State Univ., Dept. of Photography & Cinema
156 West 19th Avenue
Columbus, Ohio 43210 (614)422-5966
Rent: $8 for 3 days
Purchase: $150
Postage: $1.32

Pennsylvania Career Education Film
"The Sum of All Parts"
28 min., 16 mm., color, sound
For information contact:
Dr. Nile Coon
Chief, Division of Educational Media
Pennsylvania Department of Education
P. O. Box 911
Harrisburg, Pennsylvania 17126

New York Career Education Film
"SPICE: A Process in Career Education"
18 min., 16 mm., color, sound
For information contact:
Mr. Irwin A. Kahn
State Project to Implement
Career Education (SPICE)
236 West 26th Street
New York, N. Y. 10001 (212)238-7600

WORKING WITH THE MASS MEDIA

INTRODUCTION

Who is responsible?

Before anyone makes contact with the news media about the Career Education program, it is probably best if it is clearly understood which person is chiefly responsible for public relations. Media relations seem to work best if the same person is able to coordinate outgoing news or interviews within the school system or Career Education Planning District. In some cases this may be the superintendent, who is ultimately responsible for public relations in most districts. In a large local district or Intermediate School District the responsibility may be delegated to an assistant for public relations or perhaps to a Career Education coordinator, who would work through the PR person. In a smaller district the Career Education coordinator might have full responsibility for building community support through public information. In a still smaller district, where the coordinator might have other duties besides Career Education, the superintendent may handle public relations alone.

What are the ingredients?

Probably some of the most essential ingredients of a good public relations program are fairness, honesty, perseverance and timing. (One of the most useful tools is a good sized calendar for keeping track of dates, events and deadlines so as to coordinate releases to all mass media.)

Fairness will dictate that all local news media are given an equal opportunity to cover Career Education news. Honesty will help secure the trust and good will of media representatives. Timing will assure that news is released in such a way that all media can use it at the same time--that a television station that has no weekend newscast, for example, doesn't miss a story because it was released over the weekend. Perseverance means that you will continue to send news releases to all media, no matter how infrequently they may be used. There is no way of predicting when or how the information you keep feeding a radio station, for example, may lead to questions for a feature program or a personal interview. The background information contained in your constant flow of news releases will be valuable in developing the media people's understanding of your program.

Some general principles

If you will think of newspapers, radio and television as local businesses interested in community affairs and dependent on community support, you will find them accessible and usually anxious to cooperate. It is important for you to remember that they have necessary limitations on what they can offer, so you can suggest ideas but not demand cooperation. You can probably gain better support by basing your approach on community need and your mutual interests in meeting that need. The suggested approach is to emphasize your ability and willingness to cooperate by providing information and services.

You can control the timing of the news to some extent by the release date you put on every copy. However, it is seldom wise to call and ask why news was not used when received. If it happened often, reporters or editors might see you and your program as a nuisance to be avoided. The more positive approach is to thank them for their cooperation when an especially good news story is produced and to write a thank you letter which may be used as evidence of public service broadcasting.

A good rule as given by a broadcasting station is: "Keep us informed of what you are doing, where you are doing it and who is involved. Don't you judge the news. Let us be the judge."

These general principles will apply to most media outlets. With that in mind, you can find more detailed suggestions for the various media in the following sections.

THE PRESS

Newspapers in most communities are vitally interested in whatever affects the lives of the citizens. Within the limitations of time and space and its own integrity and editorial policy, the press will usually be cooperative with any agency that has an important story to tell and demonstrates a willingness to be helpful. Securing and keeping the good will of the press requires strict adherence to certain principles of courtesy, fair play and common sense in your dealings with press as with all media personnel. Some reminders of methods that work best will be suggested here.

Assuming that one staff member has been designated to handle mass media relations for the Career Education program, press relations will probably operate most smoothly if this individual is involved to some extent with any and all contacts with the press. In a large system it may be a staff member assigned to school public relations. In a small system it may be the superintendent. The person who has the trust and good will of the news media can operate most effectively if his or her routine and policies in dealing with the media are allowed to continue and not be undercut by independent actions which violate this routine or by spur-of-the-moment or ill-considered statements issued by other individuals. In most districts the superintendent of schools is basically responsible for public relations, and he or she or whoever has been designated to handle the responsibility should usually be consulted before news is released or the news media are called in.

Making initial contact

If the Career Education coordinator has been given the responsibility for creating a public understanding about Career Education in the community, he or she may be ready to make an initial press contact to explain what is happening and offer help in interpreting it to the public. This contact might begin with a personal letter to the newspaper editor, referring to the new program and stating that the editor will be contacted by telephone to request an interview at a convenient time.

Because editors are extremely busy people, operating under the pressure of daily deadlines, it is inadvisable to walk in unannounced and request an interview. However, by calling in advance, you can ask for the most convenient time to meet with the editor and/or whatever staff member he would like to involve in the discussions. You may wish to invite the school superintendent and a board member or the chairman of a citizens' committee to accompany you. The prestige of these individuals' positions may lend importance to the subject in the eyes of the editor, although he will probably be most interested in hearing from whatever person can best explain the program and its importance in concise, simple terms. Your letter should include these people in the requested interview.

The interview

When you meet the editor at the appointed time, you will need to be prepared to state the essentials of the proposed Career Education planning or programing activities and relate the history of what has happened so far. The presentation should be brief, however, and end with an offer to give all possible assistance in providing information about the program. He may at this time tell you what types of news his paper would be interested in obtaining, whom you will work with and other details of suggested operations. As a result, at this point you should know what reporter or editor to contact, what deadlines must be met and what types of news stories will be met with the most enthusiasm.

Working with weekly papers

Your contacts with editors may well concern neighborhood or small town weekly newspapers as well as the major dailies. These may be the only papers which many residents read. In many cases you can use the same news release for all papers; in other cases you may wish to write a different lead, or opening, to give the story a local angle.

Importance of release date

It is always important to put a release date on each news release about the schools. As much as possible the date should be timed so as to give weekly papers the same opportunity to print fresh news as the dailies, radio or television.

Writing news

You can easily find instructions for writing news and most everyone has probably heard of the five W's, "who, what, when, where and why.' However, the simplest way to construct a news story is to decide what the major points of information are and arrange them from the most important to the least important. The opening paragraph will be the "lead," which summarizes the most important information in one or two sentences. The succeeding paragraphs will expand on the facts in descending order of importance. Paragraphs should be kept shorter than you usually write for informational reports.

All material must deal with facts, not opinions, unless such opinions are given as quotations from a person who is named.

RADIO AND TELEVISION

Some points to keep in mind

While many of the suggestions for working with the news media apply to radio and television as well as to the press, there are other factors to note because of the specialized needs of the media.

All news releases about your activities should be sent to all radio and television news departments just as they are sent to newspapers. Plan your release date and time so that all media have an equal opportunity to use the news.

Learn the deadlines of the radio and TV stations and mail releases early enough to meet them.

Give your local station as much advance notice as possible about events which they may cover. Their schedules are planned many days in advance.

Notify the station immediately of any change in time or place.

If conferences are to be covered, allow 30 to 45 minutes in advance for TV cameras and recording equipment to be set up.

Contacting the station

When you are ready to begin a public relations program for your Career Education activities, you may wish to make your first radio or television contact by a letter to the station executive. On a follow-up call you can request an appointment for an interview with him or whomever he might designate.

When you meet with the station personnel, it would be well to be prepared to interpret the Career Education concept in brief terms and to tell them what you can offer in terms of community interest and how they can serve the schools and the public. If you have a specific objective at the time of the contact, such as the need to interest citizens in committee work or interpretation of a community survey, it may be easier to obtain a positive commitment.

Public service announcements

Because radio and television stations are licensed to operate "in the public interest, convenience and necessity," they will always have small bits of time for non-profit community announcements that serve the public interest. However, they are responsible for distributing this service, and it is one that you can request, but not demand. Stations are usually very cooperative about using spot announcements from non-profit sources. You can return the courtesy by sending thank-you letters which may be used as evidence of their service.

Preparing radio spots

Spots are brief, forceful messages aimed at putting across a specific idea. They may be from 10 to 60 seconds in length, but usually 20- or 30-second spots are preferred. A one-minute spot should not be longer than 125 words; a 20-second spot, 50 words, and a 10-second spot, 20 words. For television, with visuals or scenes, you would use less words. When preparing spots type each one double or triple spaced on a separate sheet of paper.

An example of a Career Education spot used by an Upper Michigan CEPD is as follows:

> THERE'S A NEW TERM IN EDUCATION TODAY--CAREER EDUCATION. SOME PEOPLE THINK IT'S ANOTHER TERM FOR VOCATIONAL EDUCATION; AND EVEN THOUGH A GOOD VOCATIONAL PROGRAM IS A PART OF IT, IT'S MUCH MORE THAN THAT. IT BEGINS IN THE EARLY SCHOOL YEARS AND BRINGS THE WORLD INTO THE CLASSROOM. IT MAKES YOUNG PEOPLE AWARE OF THEMSELVES AND THE CHOICES WHICH THEY WILL HAVE. IT HELPS THEM TO UNDERSTAND WHY THEY'RE IN SCHOOL AND GIVES THEM A REASON FOR LEARNING. CAREER EDUCATION--EDUCATION FOR LIVING AND WORKING IN TOMORROW'S WORLD.

News announcements

News announcements of community events are another source of putting Career Education before radio listeners. A short announcement giving the time, place and purpose of every public meeting on Career Education could be given to programs such as "Community Calendar" or whatever such services are called. It is advisable to send such items to all radio stations in your vicinity if you use them for any.

Other types of programs available

It is important for you to know or find out what types of programing are available in your area, so that you can plan your awareness program to make the best use of opportunities.

A new subject can often be brought to the attention of many people by arranging for the interviewing of a staff member or committee chairman on a popular radio or TV talk show.

After you have arranged for the interview, it would be helpful to send background information on Career Education in your district and facts about the person to be interviewed. You may also be asked to provide some suggested questions. As the person interviewed, it is more important for you to talk about what Career Education means to an individual, a group or a community than to quote generalities or statistics.

As an example of utilizing such talk shows, the following is a list of programs in which one CEPD participated in recent months:

Career Education - topic of "Perceptions," weekly contemporary issues series on National Public Radio Station WMUK.

Career Education - topic of "The People's Business," weekly community access series of Channel 35 Public Television, Grand Valley State Colleges.

Career Education - topic of "Close-Up," CATV Station KVCC, weekly community access series.

Vocational and Career Education - topics of "Education Unlimited," bi-weekly series on Tri-City CATV.

Career Education - feature of weekly segment on "Eye on Wyoming," General Electric CATV.

Many radio and TV stations have regular programs of editorial comment. You may be able to suggest topics concerning Career Education which could form the basis for positive editorials.

Public television stations provide an audience of informed, opinion-making individuals. If public television is available in your vicinity, it would be good to establish contact and make use of their programing to increase awareness and understanding of Career Education.

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

ORGANIZING FOR CAREER EDUCATION

FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experimental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

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ACKNOWLEDGMENTS

Acknowledgment is hereby made of the many valuable contributions of those administrators, Career Educators, and local community members who have assisted with their advice and comments in the preparation of this handbook.

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ORGANIZING FOR CAREER EDUCATION

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ORGANIZING FOR CAREER EDUCATION

Having answered the questions: Are we ready? and Is our district aware of Career Education? you may now wish to consider possible steps toward organizing your district for Career Education. This section will offer suggestions to help you analyze how ready your district may be or what further steps would be advisable to develop awareness, understanding and receptivity.

Developing a Comprehensive Career Education Plan in conformance with Public Act 97 is a large task for any district. Developing a plan which will work and receive the support of staff, students and community is even more demanding.

If people of the community are to support Career Education, they need to know what it's about and they need to be involved in planning it.

A good organization will also help in the setting and keeping of timetables, in the delegation of responsibility, the sharing of work, and the benefits to be derived from group discussions and the thinking of numbers of people. The following pages offer suggestions for possible ways of setting up an organization for developing Career Education. None of these are mandates, but are instead an attempt to provide options for LEA's, ISD's and CEPD's as they contemplate their organization for Career Education.

PART I - LOCAL EDUCATION AGENCIES

Suggestions for organizing procedures must necessarily vary from one district to another depending on the present status or awareness of Career Education in the district. Assuming that the question in the paragraph headings is addressed to the superintendent of schools, the reply might fall somewhere in the following continuum between total lack of knowledge of Career Education and complete understanding and acceptance.

	WHERE IS YOUR DISTRICT NOW?	WHERE DO YOU START?
NO KNOWLEDGE	Administrators aware of Public Act 97 requirements, but little knowledge among staff about what "Career Education" means in Michigan	Go to resource people--regional coordinators, State Department of Education or University Consortium consultants, etc. for assistance. Bring them to board of education for instructional meetings. Send for materials to study (see Sec. VII). Hold in-service workshop on basic Career Education understanding (sample agenda in Section II). Read Section II on Creating Awareness and Receptivity. Secure board approval to organize for Career Education planning. Begin organization.
	Some knowledge of Career Education philosophy, but undecided as to support.	Discuss Career Education planning needs with board of education. Hold in-service workshop to review Career Education information. Identify experienced and interested staff members and staff opinion leaders. Collect resource materials. Set up organization for planning, making use of interested staff.

	WHERE IS YOUR DISTRICT NOW?	WHERE DO YOU START?
	Aware of Career Education and ready to explore further and write plan.	Obtain board support for organization and planning. Collect resource materials. Begin organization.
	Strongly supportive, with some previous experience, at least with occupational aspects.	Hold workshop to review and evaluate previous experience and to explain new concepts of Career Development as they differ from occupational information only. Begin organization.
	Experienced in nearly all phases of Career Education implementation and already organized for planning.	Review and evaluate present program and organization. With participation of present organization members, make any changes or additions necessary to expedite writing of comprehensive plan.
COMPLETE UNDERSTANDING AND ACCEPTANCE		

FIRST STEP IN ORGANIZING

The superintendent's tasks

Seeks board endorsement

As the administrator responsible through the board of education to the people of the district, the superintendent would be the official instigator of any organization to plan or implement Career Education. He will seek board endorsement for the undertaking, supplying whatever background information is necessary for their full understanding and approval. The superintendent's efforts would be supported by the Career Education Planning District coordinator, who would be coordinating many organizing and planning activities related to Career Education within the CEPD.

Appointment of coordinator

Unless he or she intends to assume direct supervision of Career Education planning, the superintendent will probably appoint or employ a staff member to act as coordinator for Career Education. The coordinator might function best in a staff relationship to other administrators, since he or she would be dealing with all school programs and would not be identified with a single existing department. In this case, he or she would report directly to the superintendent, but would not have line responsibility for other than his or her own office staff, if any. Further qualifications will be listed in a following section.

Other major tasks

Other desirable activities on the part of the superintendent would be to:

Obtain a commitment for the time of the coordinator and other professional staff to be expended on Career Education planning.

Establish a line item in the annual budget for Career Education expenses.

Assist with and forward requests for Career Education funds to sources outside the district.

Assist coordinator in approaching staff members and community leaders to serve on committees.

Monitor the progress of the program.

Encourage staff support.

Keep board informed.

Initiate or approve public relations activities.

With Career Education Coordinator	WHAT THE SUPERINTENDENT DOES	With the Board of Education
		Informs board about Public Act 97 and its significance for the school district. Obtains endorsement for organizing activities Invites member participation. Obtains commitment for staff time on Career Education planning.
Appoints Career Education coordinator. Budgets for Career Education. Looks for outside funding help. Helps contact staff and community people for committees. Approves proposed committee organization.		
	Attends initial meeting of committees. Monitors progress of planning program. Encourages staff support	Keeps board informed.
Initiates or approves public relations activities		

DESIRABLE QUALIFICATIONS FOR L.E.A. COORDINATOR

Whether the Career Education Coordinator is appointed to a full-time Career Education position or assigned to Career Education in addition to other duties, he or she should be a person who has the respect of the staff. A background of course work in curriculum coordination, Career Development and Career Preparation would be very desirable, as well as leadership experience in in-service education. Since the development of a Career Education program brings a new approach to the school curriculum, an effective coordinator might need such characteristics as inventiveness, imagination, flexibility, tact, perseverance, patience, fortitude and integrity. Any traits which would promote good relations with others would tend to improve the chances for a successful program.

DUTIES OF THE COORDINATOR

The responsibilities of the Career Education coordinator would be many and varied, but some of the major duties, in addition to any former responsibilities, might include the following:

a) Providing leadership for implementing Career Education by working with teachers and counselors to establish understanding and support.

b) Organizing in-service workshops on Career Education.

c) Collecting and distributing resource materials.

d) Organizing and chairing a Steering Committee.

e) Developing good communications with the community.

f) Identifying and procuring access to community resources.

g) Organizing, guiding and encouraging an advisory committee, providing all supportive services.

h) Overseeing the operation and details of any projects such as a goals setting process that may be undertaken.

i) Providing current progress reports to the board of education, either through the superintendent or advisory committee chairman, or personally, if delegated this responsibility.

j) Preparing Career Education budget to recommend to superintendent.

k) Evaluating and updating programs.

l) Final development and submission of the Career Education Plan.

When a Career Education coordinator or another administrator with similar duties has been appointed, he or she will need to assess the status of Career Education knowledge and support throughout the school system and make plans accordingly. The awareness projects that might have been required may have been started before he or she assumes responsibility. In this case, administrators and staff members should have at least some understanding of what Career Education is and why it is important. If not, his or her first task may be the organizing of meetings or workshops to increase understanding of the new program.

This task will be easier if the coordinator has the support of an official committee. As soon as interested teachers, counselors and principals can be identified, it is recommended that a Steering Committee be organized.

The organization of a Career Education Steering Committee will be an initiation of action and a symbol of status for the program. Active, interested members can bring the thinking of all segments of the school system, report to their peers on progress and problems, and demonstrate support by implementing Career Education in their schools or classrooms.

Local conditions may determine whether the committee should be organized by appointment, by seeking volunteers, or by some other method. The coordinator and superintendent should be aware of which staff members have the greatest experience, training and/or interest in Career Education and should attempt to include them on the committee.

Some Steering Committees are composed entirely of professional staff, and others sometimes include board members, students and parents. The latter make-up may be used in some cases because the program is just getting started and has not involved a citizens' advisory group. Participation of board members in the early stages can provide valuable support.

Some educators suggest including a broad representation of all grade levels, including teachers, counselors, administrators, and if possible, support persons such as an audio-visual specialist. In larger systems it may be useful to organize subcommittees for the elementary, middle school and high school levels. As stated earlier, the Career Education coordinator would probably serve as chairman, prepare agendas and distribute minutes.

Responsibilities of Steering Committee

In most cases, the chief responsibility of the Steering Committee is to work with the Career Education coordinator in developing a Career Education Plan for the district, implementing the plan and evaluating the program.

Its initial responsibilities might include some of the following:

1. Become informed about the meaning of Career Education in Michigan and the implications of Public Act 97.
2. Study various ways of initiating action to develop a Career Education Plan.
3. Inform Citizens' Advisory Committee about various alternatives and make recommendation as to choice. Provide supporting data for method recommended.
4. Study comments and recommendations of Citizens' Advisory Committee and recommend decisions to coordinator.
5. Inform staff personnel concerning Career Education planning activities.
6. Support and assist Career Education coordinator in providing in-service for staff.
7. Work through subcommittees and with Advisory Committee volunteers to carry out initial phases.

To assure the support and input of community leaders, parents and the interested public, it is usually important to organize a Citizens' Advisory Committee for Career Education. Following are some suggested criteria for recruiting and using such a committee.

The committee should:

1. Be drawn from all segments of the community.
2. Consist at the start only of interested people.
3. Have a broad distribution of age.
4. Include knowledgeable people, experienced in Career Education.
5. Be small enough to make decisions, large enough to divide into sub-groups.
6. Have a member of the Committee elected as advisory group leader.
7. Keep the board of education informed at outset.
8. Keep broad representation of levels in all sub-groups.
9. Make use of existing groups when possible.

Care should probably be taken to see that school staff representation doesn't outnumber community membership, since that might tend to inhibit active participation by the non-professionals. At the same time, including staff members who are part of the Steering Committee will facilitate communications between the advisory group (Citizens' Advisory Committee) and the action group (Steering Committee). The Career Education coordinator, of course, should attend both meetings.

It is sometimes a good policy to use representatives from existing groups for the Advisory Committee wherever practicable. Such groups might include vocational or individual program advisory groups, PTA's, citizens' advisory committees and various service groups or community organizations.

What does the Advisory Committee do?

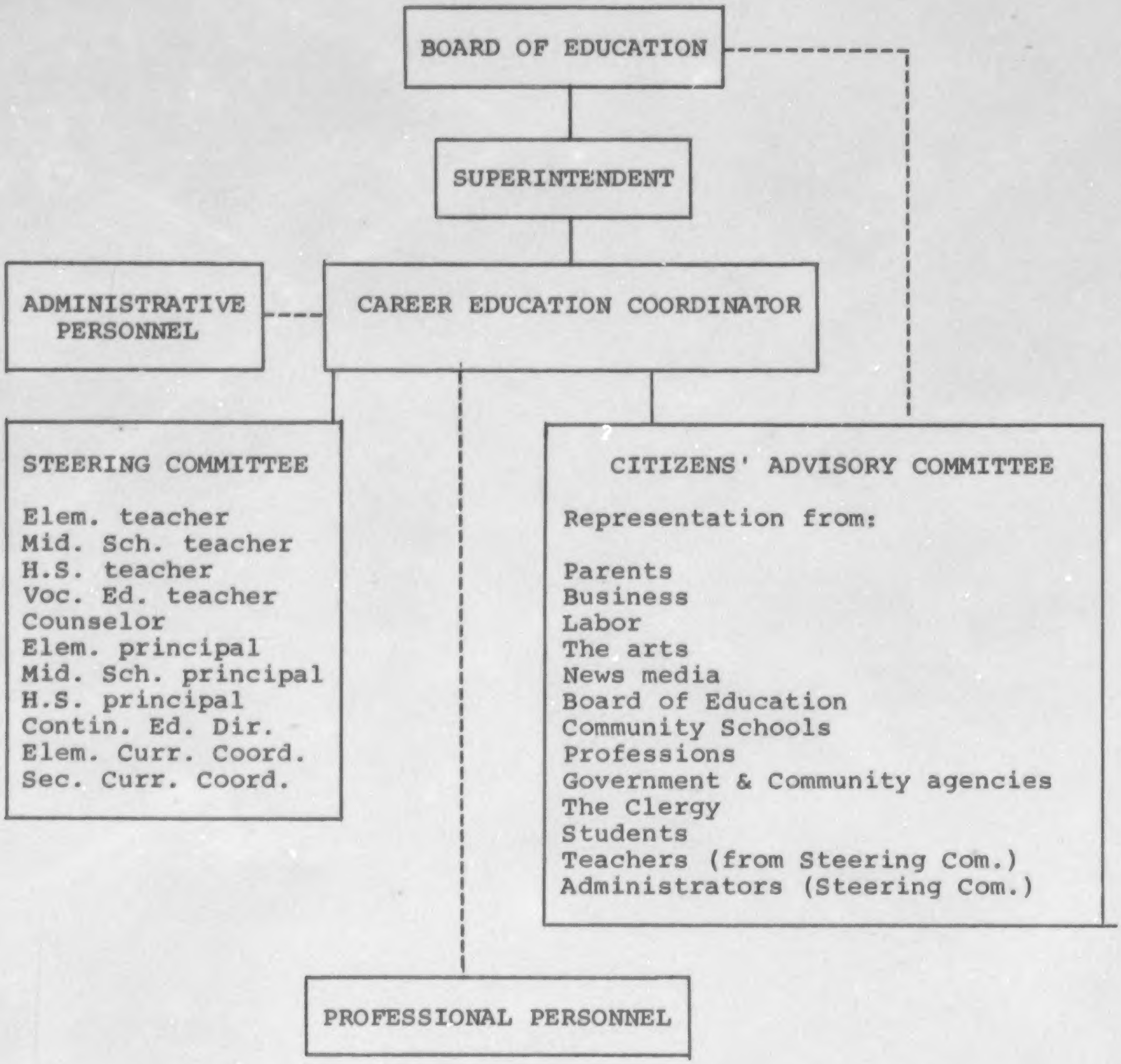
Some suggested tasks for the Citizens' Advisory Committee are the following:

1. Decide when to meet, where and how often.
2. Become aware of what Career Education is.
3. Define participants' roles and responsibilities.
4. Examine resource materials and make recommendations.
5. Identify community resources for Career Education and help make them accessible.
6. Promote Career Education workshops in accordance with teachers' and students' needs.
7. Recommend evaluation considerations to measure how much Career Education has been implemented and how well needs are being met.
8. Recommend continuing program in terms of general goals.
9. Serve on volunteer subcommittees to carry out needed projects such as a goals setting process.
10. Suggest and help recruit additional members for subcommittees or task forces.
11. Report opinions and recommendations to Steering Committee.

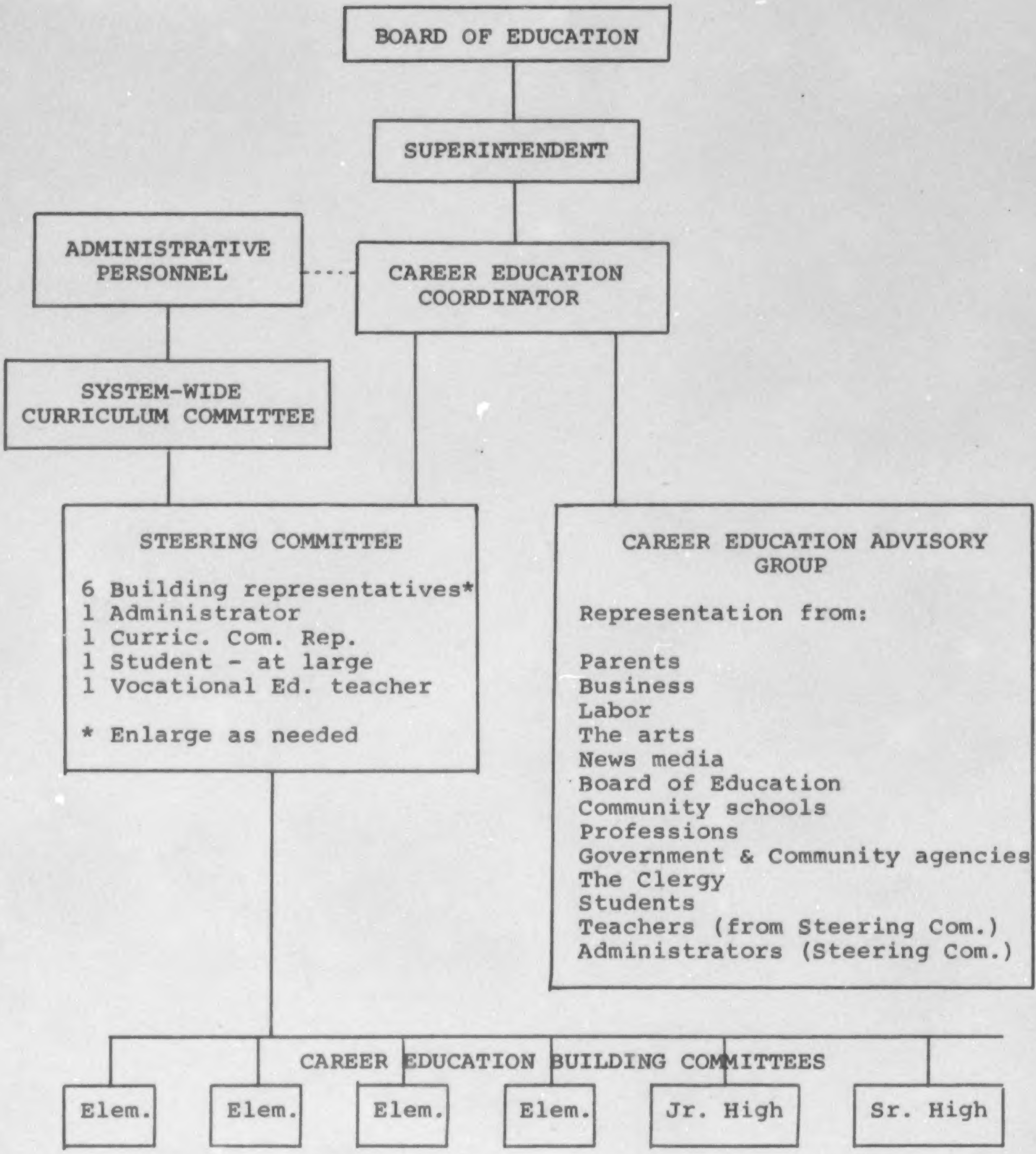
A useful manual on advisory committees is A Guide for the Effective Utilization of Advisory Committees, designed for Vocational Education committees and prepared for the Vocational and Technical Education Service of the Michigan Department of Education.

On the following pages are two sample organizations for LEA's showing the possible relationships of the coordinator, Steering Committee and Advisory Committees. These examples were drawn from actual situations, one from a small district and another from a large district. They are provided only as options for LEA consideration.

SAMPLE L.E.A. ORGANIZATION FOR CAREER EDUCATION


BOARD OF EDUCATION
SUPERINTENDENT
ADMINISTRATIVE PERSONNEL
CAREER EDUCATION COORDINATOR
STEERING COMMITTEE
Elem. teacher
Mid. Sch. teacher
H.S. teacher
Voc. Ed. teacher
Counselor
Elem. principal
Mid. Sch. principal
H.S. principal
Contin. Ed. Dir.
Elem. Curr. Coord.
Sec. Curr. Coord.
CITIZENS' ADVISORY COMMITTEE
Representation from:
Parents
Business
Labor
The arts
News media
Board of Education
Community Schools
Professions
Government & Community agencies
The Clergy
Students
Teachers (from Steering Com.)
Administrators (Steering Com.)
PROFESSIONAL PERSONNEL

SAMPLE L.E.A. ORGANIZATION FOR CAREER EDUCATION


BOARD OF EDUCATION
SUPERINTENDENT
ADMINISTRATIVE PERSONNEL
CAREER EDUCATION COORDINATOR
SYSTEM-WIDE CURRICULUM COMMITTEE
STEERING COMMITTEE
6 Building representatives*
1 Administrator
1 Curric. Com. Rep.
1 Student - at large
1 Vocational Ed. teacher
* Enlarge as needed
CAREER EDUCATION ADVISORY GROUP
Representation from:
Parents
Business
Labor
The arts
News media
Board of Education
Community schools
Professions
Government & Community agencies
The Clergy
Students
Teachers (from Steering Com.)
Administrators (Steering Com.)
CAREER EDUCATION BUILDING COMMITTEES
Elem.
Elem.
Elem.
Elem.
Jr. High
Sr. High

ADDITIONAL COMMUNITY ORGANIZATION

The organization of a Career Education Action Council is proposed by the Michigan State Chamber of Commerce in its brochure Partnership in Career Education. Its proposed council would have a full-time executive director and would include representation from business, industry, labor, government, public and education. It would operate a Clearinghouse of Community Resources and organize its activities into three categories: Instruction, Counseling and Management Services.

NEXT STEPS:

As an organizational pattern for both the LEA and the CEPD is identified or as one is emerging, more extensive awareness activities can be planned and implemented. As the level of awareness and organization rises, a planning effort can be developed. Section IV of this Handbook is intended to assist in the planning process.

PART II - CAREER EDUCATION PLANNING DISTRICTS

ORGANIZING THE CEPD

Differences in CEPD make-up

Career Education Planning Districts (CEPD's) may vary in readiness as much as individual districts, and the same approximations of awareness and receptivity that were used to describe the LEA's might apply. CEPD's also differ in their relationship to Intermediate School Districts, being comprised of the same or nearly the same areas in some cases and including two or more ISD's or crossing district lines in others. (See map on next page.) Some CEPD's have a staff of several persons assigned to Career Education. Others have only one. The following pages offer suggestions for possible ways of organizing a CEPD for Career Education. None of these are mandated; they are, instead, intended to point out some options to consider as CEPD's are organized or reorganized.

WHO INITIATES ACTION?

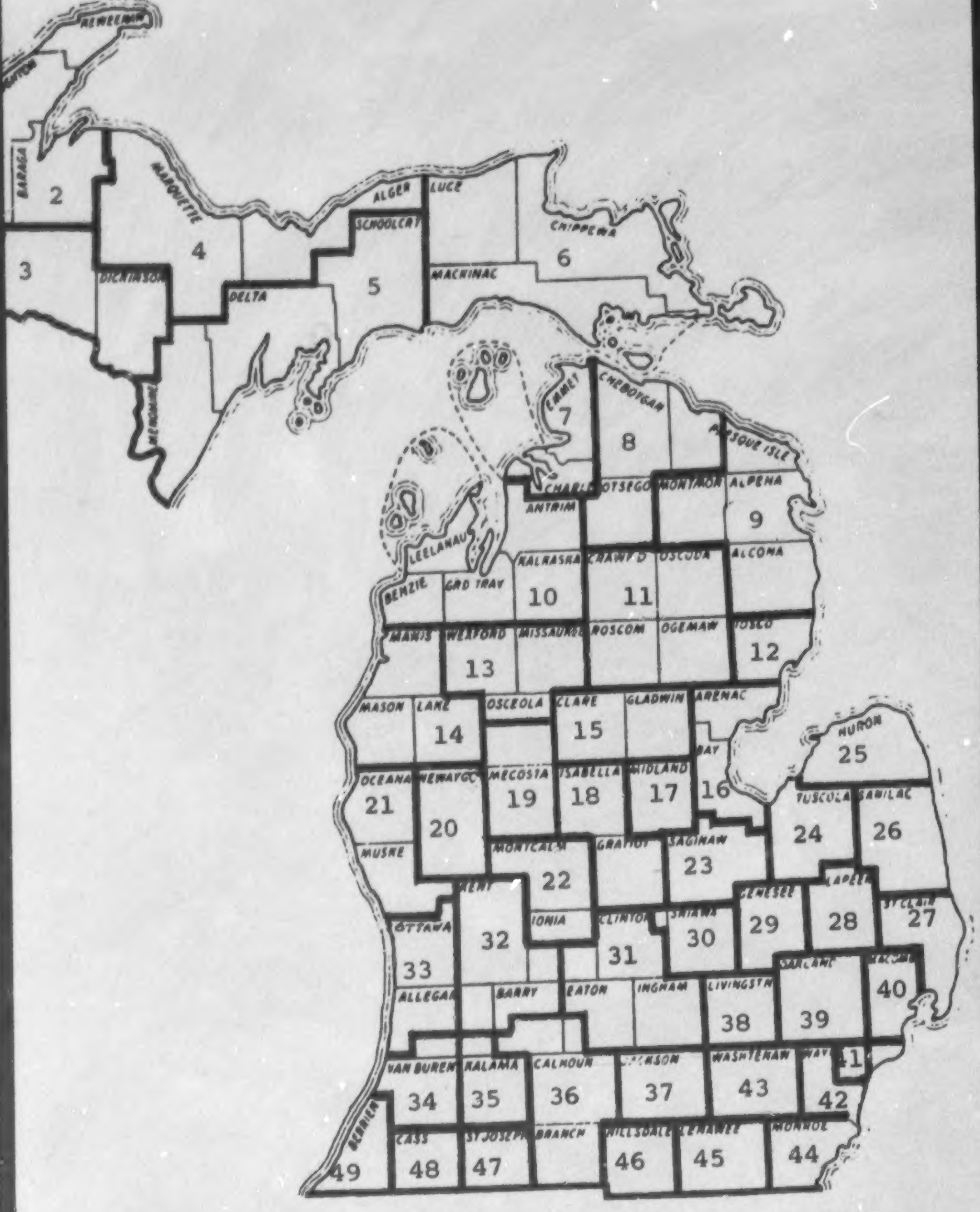
CEPD Coordinator

In the Career Education Planning District the person chiefly responsible for organizing is the Career Education coordinator. In most districts, he or she has been the coordinator for Vocational Education and will be reorganizing the planning district council to serve in an advisory capacity for Career Education.

It is most likely that a transition period will ensue in order to avoid placing unusual demands on individuals and institutions. As personnel choices and other resources decisions are contemplated, decision-makers may wish to consider a transition plan.

In some cases the organization will be a single council supported by a single Career Education Coordinator who will assume responsibility for all functions. This is not recommended, however. The job of promoting, assisting and coordinating Career Education programing, including the former Vocational Education functions, has become so large, it is more than a single individual could be expected to handle effectively. Therefore, it may be necessary to organize subcommittees of the

CAREER EDUCATION PLANNING DISTRICTS


KEWEENAW
BARAGA
2
MARQUETTE
4
ALGER
LUCE
CHIPPEWA
6
SCHOOLCRT
5
3
DICKINSON
DELTA
MACKINAC
MENOMINEE
EMMET
7
CHEBOYGAN
8
PRESQUE ISLE
CHARL
OTSEGO
MONTMOR
ALPENA
9
ANTRIM
LEELANAU
KALKASKA
CRAWF'D
OSCODA
ALCONA
BENZIE
GRD TRAV
10
11
MANIS
WEXFORD
MISSAUKEE
ROSCOM
OGEMAW
IOSCO
12
13
MASON
LAKE
14
OSCEOLA
CLARE
15
GLADWIN
ARENAC
HURON
25
BAY
OCEANA
NEWAYGO
MECOSTA
ISABELLA
MIDLAND
21
19
18
17
16
20
TUSCOLA
SANILAC
24
26
MUSKE
MONTCALM
GRATIOT
SAGINAW
23
22
KENT
GENESEE
LAPEER
ST CLAIR
29
28
27
OTTAWA
IONIA
CLINTON
SHIAWA
32
30
31
33
OAKLAND
MACOMB
40
ALLEGAN
BARRY
EATON
INGHAM
LIVINGSTN
38
39
WAYNE
41
VAN BUREN
KALAMA
CALHOUN
JACKSON
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BERRIEN
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council and to appoint additional staff personnel. A suggested plan for such an organization will be given later.

THE ROLE OF THE CEPD COORDINATOR

The Career Education coordinator assigned to each CEPD will coordinate Career Education planning and programing. This may include a responsibility for all educational areas if there is no other person already assigned to it. The coordinator may have staff to employ, an office to set up, correspondence to write, meetings to attend, and contacts with universities in the Career Education Consortium, with the State Department of Education, and above all, with school districts within the CEPD. Essentially, he or she must play a change agent's role.

Experienced coordinators have suggested the following as some of the important Career Education responsibilities in this administrator's role:

	ESSENTIAL	DESIRABLE
To promote:	Awareness of Career Education Understanding of Career Education concepts Implementation of Career Education Planned change Processes for planning LEA level planning CEPD/ISD level planning	Reporting of activities Business, commercial, labor participation Communication between schools and community Curriculum development structure for Career Education Proven practices in implementation
To assist with:	Interpretation and use of Guidelines Development of LEA and ISD plans Staff development plans Coordination of staff development plans between districts	Organizational framework Dissemination of resource materials Implementation of staff development plans Identification of complementary Career Education programs, awareness programs and other programs outside of schools Cooperation between schools, business and labor Evaluation strategies

ISD Career Education plans
Collecting, reviewing and approving of LEA plans
In-service efforts between districts
Communications between State level and LEA
Career information systems and manpower information
Curriculum development efforts

OTHER POSSIBLE RESPONSIBILITIES:

To promote knowledge of materials and use of resource people, and to assist with identifying people resources.

Since the duties as outlined for the CEPD coordinator are chiefly promotion, assistance and coordination, one of the most important traits for the coordinator is interpersonal skills. He or she must be skillful not only in working with a variety of school districts and professional personnel--districts which may have competitive relationships among themselves--but also in relating well to members of the community and representatives of professional, labor, business, religious, agricultural and social groups.

The coordinator should have a thorough knowledge of schools and either have or be in the process of acquiring a firm grasp of Career Education. Valuable qualifications would be experience with in-service education and familiarity with community participation activities.

Since the diversified duties of the position may become more than a single administrator can efficiently handle, when more staff is needed the CEPD coordinator may be able to look to the CEPD fiscal agency (Intermediate School Districts, community colleges) for assistance with personnel. In this way, more specialized staff may become practical to aid in the diverse task of Career Education.

The chief organizational responsibility for the CEPD coordinator is setting up the Career Education Planning District Council, which will serve as his or her advisory body. Organization and general make-up of this council is prescribed in Public Act 97, and in most cases the CEPD coordinator will be responsible for following through and instigating action. The group that is set up will have the responsibility to develop annually a comprehensive, cohesive, and well-coordinated Career Education Plan, utilizing the Guidelines recommended by the State Board of Education.

ROLES OF THE CEPD COUNCIL

1. To serve as a forum for the educational agencies located in the CEPD on matters relating to Career Education.
2. To serve as a catalyst in bringing about cooperation among all agencies concerned with Career Education.
3. To become and remain familiar with the Career Education needs and programs in the CEPD.
4. To encourage the implementation of needed Career Development and Career Preparation (including academic, vocational and other areas) activities.
5. To receive, review and recommend action on Career Education programs, projects and activities being proposed in the CEPD.
6. To assist in seeking needed local, state and national action to assure high quality Career Education in the CEPD.
7. To assist educational agencies in public information programs relating to Career Education.
8. To assist the CEPD by creating special committees as needed for the development of high quality, comprehensive Career Education.

WHERE IS YOUR DISTRICT NOW?

To determine the readiness of your district for organization, it might be helpful to analyze where it falls in the following continuum and study the suggestions for action.

	WHERE IS YOUR DISTRICT NOW?	WHERE DO YOU START?
NO KNOWLEDGE		
	Local and Intermediate School District/Community College administrators aware of PA 97, but little knowledge among staffs about what "Career Education" means in Michigan	Go to resource people--S.D.E. or University Consortium consultants, for assistance. Bring them to Superintendents' Association meetings for orientation. Send for materials to study (see Sec. VII). Hold in-service workshop on basic Career Education understanding (sample agenda in Section II). Read Section II on Creating Awareness and Receptivity. Begin organization of CEPD Council and assist local districts in organization process.
	Some knowledge of Career Education philosophy, but undecided as to support.	Discuss Career Education planning needs with other Intermediate District administrators and local superintendents or their designated contact person. Collect resource materials. Begin organization.

	WHERE IS YOUR DISTRICT NOW?	WHERE DO YOU START?
	Aware of Career Education; ready to explore further and write plan.	Collect resource materials. Begin organizing process.
	Strongly supportive, with some previous experience, at least with career or occupational aspects.	Hold workshop for LEA representatives to review and evaluate previous experience and to explain new concepts of Career Development as they differ from occupational information only. Begin organizing CEPD Council and assist LEA's.
	Experienced in nearly all phases of Career Education implementation and already organized with Council.	Review and evaluate present program and organization with Council. Organize Council into subcommittees. Define committee responsibilities and possible activities.
COMPLETE UNDERSTANDING AND ACCEPTANCE		

No matter what the state of readiness of your Career Education Planning District, the organization process is basically prescribed in Public Act 97 and the Guidelines for Career Education Programming. Members, not to exceed 20, shall be nominated by the local education agencies within the CEPD and selected by the board of the intermediate school district of which they are constituent.

As the CEPD serves as the organization unit between the State and local level units, the CEPD coordinator will usually take the initiative in contacting all LEA's within the CEPD, requesting recommendations for representatives to the CEPD Council. The coordinator would probably inform or remind superintendents of the various categories of groups from which representatives may be named and request that the designation of group be included with the name of the nominee. A time deadline would probably be set for return of the nominations.

Groups recommended for inclusion by Public Act 97 include the following, and no more than half of the members may represent the education profession.

Local boards of education
Intermediate district boards
LEA (local and district) administrators
The arts
Business or industry
Labor organization or manpower agency
Parents
Teachers
Counselors
Students

Some CEPD's have established a policy of utilizing existing groups as much as possible for council representation rather than forming an entirely new organization with people inexperienced in education matters. Vocational advisory groups, for example, are one source of knowledgeable representatives for the new council. Others might be members of citizens' advisory committees from various districts, individual program advisory groups, or the Superintendents' Association.

A useful manual on advisory committees is A Guide for the Effective Utilization of Advisory Committees, designed for Vocational Education committees and prepared for the Vocational and Technical Education Service of the Michigan Department of Education.

Selecting Council members

If some districts have not responded by a date shortly before the deadline that was established for receiving nominations from the LEA, it would be helpful to contact the superintendent to determine whether any problems might exist in making nominations in time. As soon as nominations are received, the names might be organized and studied in relationship to their categories of group representation. Recommendations would probably be needed for the Intermediate boards concerning a list of 20 or less names which would meet all criteria, including broad geographical representation of suggested groups outside of the education profession, and at least 50 per cent of the members from the latter group.

Organizing the Council

As soon as council membership has been approved by the Intermediate board or boards, all members selected and administrators of each district might be notified by a letter of congratulations and thanks for participation, including a list of the total membership, showing groups represented. A date for an organizational meeting might be given at this time.

First council meeting

Before the council's first meeting it would probably be helpful to send members a few brief resource materials, such as Public Act 97, the Career Education Concept Paper or others which have been found to be helpful. At the get-acquainted and organizational meeting members could be introduced to ISD administrators and interested board members and a portion of the time might well be devoted to discussions, films, etc. which could increase the participants' awareness and understanding of the full meaning of Career Education. At this time regular meeting dates would probably be set up for the current year. In some CEPD's the councils might wish to elect officers to conduct meetings and work with the coordinator on executive matters.

Subcommittee organization

In some of the larger CEPD's further organization has been planned or implemented to delegate responsibilities in helping LEA's develop plans. For example, one CEPD, which was organized according to the pattern described under HOW TO ORGANIZE

THE COUNCIL, has been divided into subcommittees as follows:

Standing committees:

- Career Development
- Vocational Education[1]
- Others as needed

Ad hoc committees:

- Placement
- Others as needed

Ad hoc committees, which were established because of urgent need, may become standing committees as conditions change. As the Career Education program develops, Special Education and General Education standing committees may be added to the subcommittee structure.

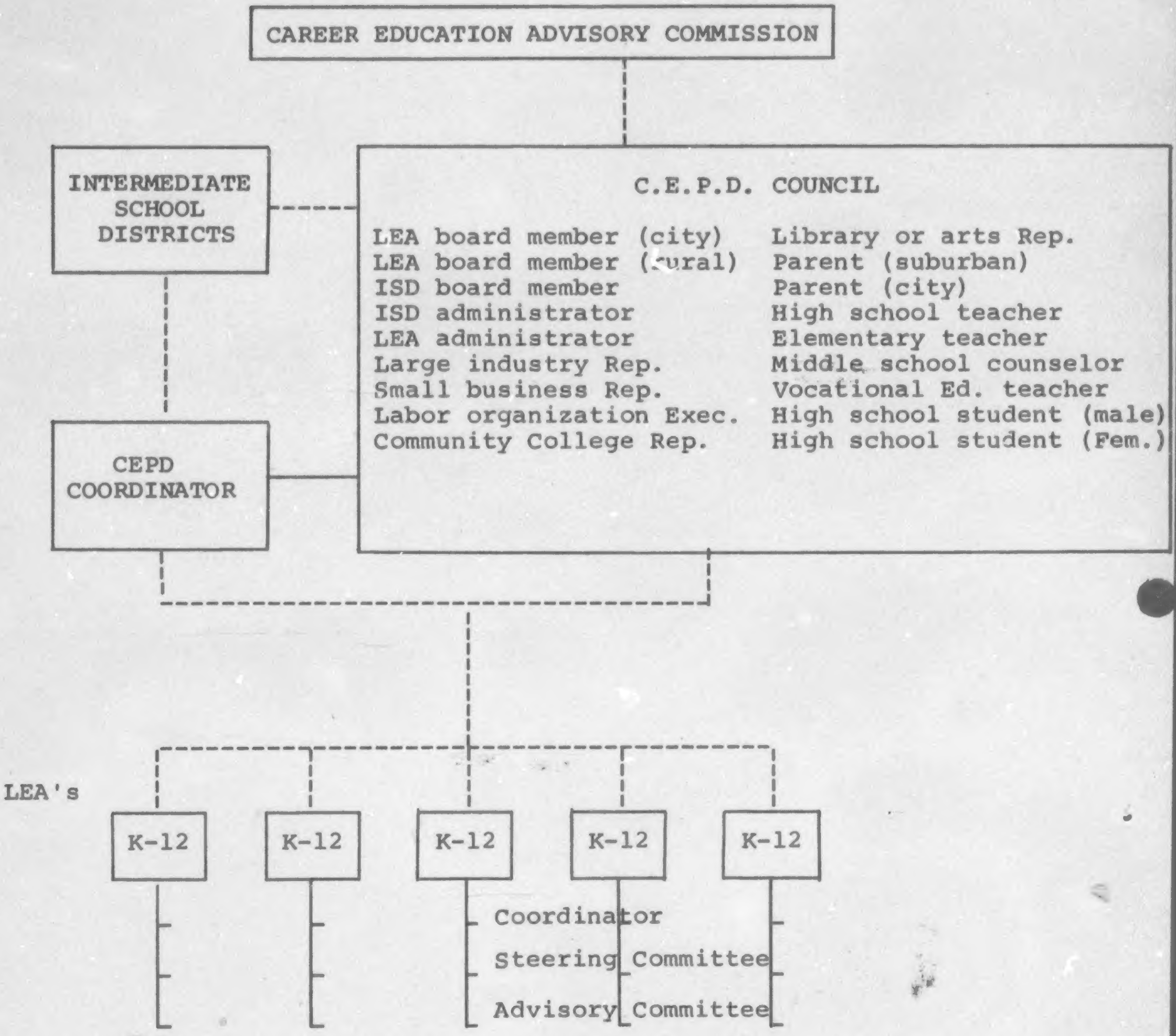
Every CEPD Council member serves on one or another of the subcommittees, and subcommittees may be expanded to include such members from outside the Council as, for example, representatives of the Women's Resource Center, the Boy Scout Explorers or the YWCA. In some cases, existing organizations have been designated to serve as a subcommittee of the council.

The council, however, retains the responsibility to act on all recommendations coming from subcommittees before these recommendations are passed along to LEA's, ISD's or the State Department of Education.

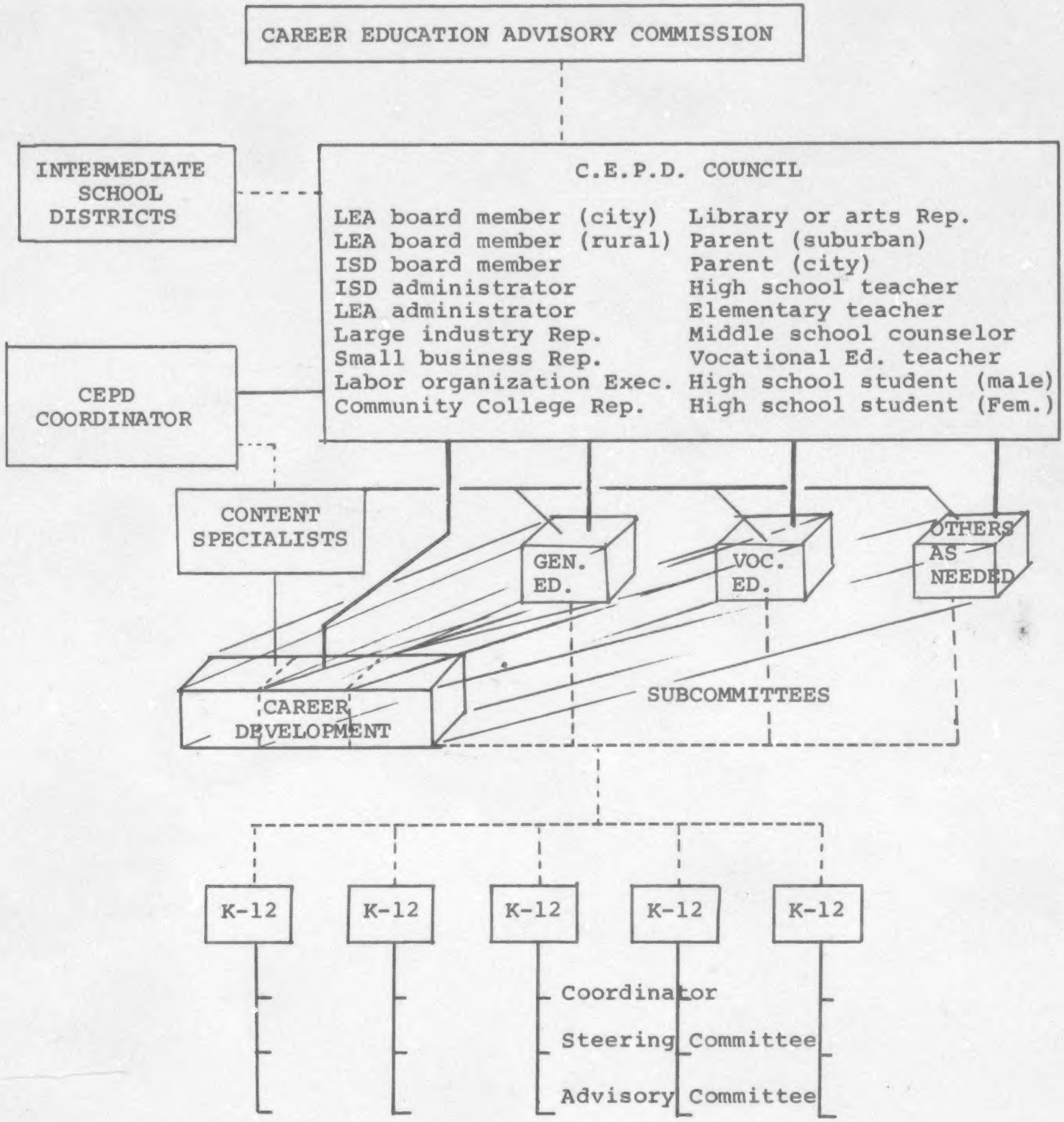
The following pages present some possible organizations for the council: one without and one with a subcommittee structure. As stated earlier, however, the simple CEPD Council with a single CEPD coordinator is not recommended as the best pattern of organization, although it might be necessary in some cases as a beginning. With the increasing complexity of the CEPD coordinator's duties as awareness activities, goal setting processes, planning and implementation get under way in all local districts, it may become evident that additional staff specialists will be needed to work with the coordinator and that subcommittees will need to be organized within the council.

[1] - For additional information on CEPD Vocational Education duties and responsibilities, see the Vocational Education Administrative Guide.

SAMPLE C.E.P.D. ORGANIZATION FOR CAREER EDUCATION


CAREER EDUCATION ADVISORY COMMISSION
INTERMEDIATE SCHOOL DISTRICTS
C.E.P.D. COUNCIL
LEA board member (city)
LEA board member (rural)
ISD board member
ISD administrator
LEA administrator
Large industry Rep.
Small business Rep.
Labor organization Exec.
Community College Rep.
Library or arts Rep.
Parent (suburban)
Parent (city)
High school teacher
Elementary teacher
Middle school counselor
Vocational Ed. teacher
High school student (male)
High school student (Fem.)
CEPD COORDINATOR
LEA's
K-12
K-12
K-12
K-12
K-12
Coordinator
Steering Committee
Advisory Committee

SAMPLE C.E.P.D. ORGANIZATION FOR CAREER EDUCATION


CAREER EDUCATION ADVISORY COMMISSION
INTERMEDIATE SCHOOL DISTRICTS
C.E.P.D. COUNCIL
LEA board member (city)
LEA board member (rural)
ISD board member
ISD administrator
LEA administrator
Large industry Rep.
Small business Rep.
Labor organization Exec.
Community College Rep.
Library or arts Rep.
Parent (suburban)
Parent (city)
High school teacher
Elementary teacher
Middle school counselor
Vocational Ed. teacher
High school student (male)
High school student (Fem.)
CEPD COORDINATOR
CONTENT SPECIALISTS
GEN. ED.
VOC. ED.
OTHERS AS NEEDED
CAREER DEVELOPMENT
SUBCOMMITTEES
K-12
K-12
K-12
K-12
K-12
Coordinator
Steering Committee
Advisory Committee

ADDITIONAL COMMUNITY ORGANIZATION

The organization of a Career Education Action Council is proposed by the Michigan State Chamber of Commerce in its brochure Partnership in Career Education. Its proposed council would have a full-time executive director and would include representation from business, industry, labor, government, public and education. It would operate a Clearinghouse of Community Resources and organize its activities into three categories: Instruction, Counseling and Management Services.

NEXT STEPS:

As an organizational pattern for both the LEA and the CEPD is identified or as one is emerging, more extensive awareness activities can be planned and implemented. As the level of awareness and organization rises, a planning effort can be developed. Section IV of this Handbook is intended to assist in the planning process.

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

GENERATING A PLAN

FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experimental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

STATE BOARD OF EDUCATION

Marilyn Jean Kelly
Gorton Riethmiller
Edmund Vandette
Annetta Miller
Barbara Dumouchelle
Barbara Roberts
Norman Otto Stockmeyer
Roger Tilles

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ACKNOWLEDGMENTS

Acknowledgment is hereby made of the many valuable contributions of those administrators, Career Educators, and local community members who have assisted with their advice and comments in the preparation of this handbook.

The Kent Intermediate School District has provided coordinating services for the handbook development.

GENERATING A PLAN

PART I - PLANNING GUIDELINES

The 77th Session of the Michigan Legislature passed Act 97 of the Public Acts of 1974, which requires the State Board of Education to create a Career Education Advisory Commission. It further requires that the State Board of Education develop goals and guidelines for Career Education and that local education agencies plan Career Education programs.

In response to the Legislature's charge, the State Board has developed "Guidelines for Career Education Programming." These guidelines, which are an extension of the Act itself, present general explanations and suggestions that can expedite the transition from statutory provision to actual operation of Career Education. They emphasize the roles of organizations and individuals in implementing Career Education and outline the essential and desirable elements of Career Education.

Recognizing the need for additional direction and assistance, the Department of Education and the Career Education Advisory Commission, in conjunction with local and intermediate districts, universities and community representatives, has developed this Handbook for Implementation. Its suggestions are based upon the advice of individuals who have been involved with Career Education and the experiences of Career Education experimental schools.

Earlier parts of this Handbook address the fundamental tasks of creating an initial awareness of Career Education where none exists and building receptivity where initial awareness has become apparent. Suggestions found to be successful, as well as others thought to be useful, have been examined and presented in the Awareness Section of the book.

Organizing

As initial awareness of Career Education by a few key persons grows, an organization must emerge if continued growth of awareness and eventual transition to implementation is to occur. Suggestions to aid in the evolution of a Career Education organization were also developed and presented in an earlier section of this Handbook.

The organization which evolves must be built upon a sound foundation of awareness and understanding, if successful planning for Career Education is to take place and be continued. As efforts to create awareness and initiate an organization begin to succeed, the focus of the effort must expand to include careful and systematic planning.

Systematic planning

The suggestions and forms presented in these following pages are based upon the assumption that a systematic approach to planning and implementing Career Education is absolutely essential if viable programs are to result. The materials presented in this section can be thought of as aids to LEA's and CEPD's in planning ways to answer the following questions:

1) Where do we want to go?
2) How shall we get there?
3) How will we determine if we have arrived?

Both the activities and the results of activities planned by LEA's and CEPD's in response to these questions will differ among districts. The purpose of the suggestions provided on the following pages is to provide a basis from which LEA and CEPD plans may be built, with variety and divergence being encouraged whenever planners decide it is desirable.

Where are you now?

Throughout this Handbook for Implementation, the question "Where are you now?" has been asked. The extent to which a district has been involved in Career Education remains a primary consideration as a plan is prepared. The district just beginning a Career Education effort will likely feel the need to identify objectives and plan activities for the purpose of creating awareness and understanding. Districts that are more experienced may find that awareness and understanding already exist on a widespread basis. They may find that the objectives as identified below, are unchallenging or even already attained. For this reason, a thorough understanding of the status of Career Education efforts within the district is an important prequisite to the planning process.

In "Guidelines for Career Education Programming," the State Board of Education identified the general planning guidelines for LEA's. They are:

a. Creating an awareness, understanding and receptivity for Career Education among the educational system and the community.

b. Organizing the educational system and the community for the effective planning and implementation of Career Education, and

c. Generating, by September 1, 1975, an initial Career Education plan for the 1975-76 school year. This initial plan should include, at a minimum, plans to:

    (1) establish goals for Career Education in the locality,

    (2) prioritize those goals if necessary,

    (3) initiate action or improve efforts to reach high priority goals, and

    (4) generate, annually by June 30, a comprehensive Career Education plan for each subsequent school year. (First comprehensive plan due June 30, 1976.)

In "Guidelines for Career Education Programming," the State Board of Education identified the general planning guidelines for CEPD's. They are:

With the cooperation of intermediate school district or community college staffs, CEPD's are charged with the immediate task of aiding local educational agencies to meet their responsibilities to:

a. Create an awareness, understanding, and receptivity to Career Education among members of the educational system and community.

b. Organize the educational system and community for the effective planning and implementation of Career Education, and

c. Generate, by September 1, 1975, an initial Career Education plan for the 1975-76 school year. This initial plan must include, at the minimum, plans to:

   (1) establish goals for Career Education in the locality,

   (2) prioritize those goals, if necessary,

   (3) initiate action or improve efforts to reach high priority goals, and

   (4) generate, annually, a comprehensive Career Education plan for each subsequent school year.

To implement these guidelines, CEPD's are being requested to develop annual CEPD plans based upon the objectives and activities identified in their constituent LEA plans. As a result, CEPD's should receive LEA plans by September 1, 1975, and develop a CEPD plan based upon them by November 1, 1975. LEA's are being asked to submit their second Career Education plan by June 30, 1976, so that CEPD's will be able, in the future, to submit their plans which reflect LEA plan contents by September 1, 1976.

INTERMEDIATE SCHOOL DISTRICTS

Because of the diversity of the CEPD/ISD relationships that exist within the state, no single specific suggestion would prove useful in very many instances. Intermediate school districts, instead, should explore their role in assisting both the LEA's and the CEPD to meet their objectives for Career Education. In some cases, this role will approach direct responsibility for CEPD functions. In others this role may be to provide assistance to the CEPD coordinator.

In the future, intermediate school district involvement will expand in two dimensions: in the dimension of its role in providing direct services to students and in the dimension of its role as an intermediate service agency to LEA's.

April-May	Receive Planning Guidelines and Forms
May-August	Develop LEA plans
September 1, '75	Submit LEA plans to CEPD Initiate activities
September-October	Develop CEPD plans
November 1, '75	Submit CEPD plans to the Department of Education Initiate activities
January-June	Develop LEA Comprehensive Plan
June 30, '76	Submit LEA Comprehensive Plans to CEPD
July-August	Develop CEPD Comprehensive Plan
September 1, '76	Submit CEPT Comprehensive Plans to the Department of Education Initiate activities

PART II - LEA PLANNING FORMS
AND SOME SUGGESTIONS FOR ACTIVITIES

The purpose of this section of the Handbook for Implementation is to provide clarification of these guidelines by providing: 1) a brief rationale for each, 2) planning forms and suggestions for their completion, and 3) where possible, suggestions which may be useful to local planners as they develop their specific approaches to fulfilling their objectives.

It is important to note and keep in mind that local districts are being asked to plan activities which are to occur in the future, sometime before June 30, 1976. The completion date for the plan which describes these activities is September 1, 1975. The preparation of the plan is the only essential activity between the present and September 1, 1975.

The following pages outline the forms on which LEA plans are to be prepared. Blank forms are available when preparing LEA plans.

The first page of the form asks for necessary identifying information. LEA's are asked to give the legal name for their district, the code number and address. The LEA superintendent is asked to certify that the plan has been reviewed and approved and that it accurately describes the activities which will be carried out prior to June 30, 1976. The name of a contact person for Career Education in the district is also requested. This person need not be the superintendent.

The second page of the form (Part I) asks that the Career Education objectives for the upcoming year be identified. To remain consistent with the Planning Guidelines, four suggested objectives are included on the form. LEA's are encouraged to identify others and to modify those suggested whenever appropriate. Further explanation and suggestions concerning the suggested objectives are included in this booklet immediately after the form.

Activities

Part II of the planning form asks for descriptive information related to what, how and when activities will be conducted which will result in attainment of a particular objective.

Additional copies of the Part II form should be made so that one may be completed for each objective identified by the LEA. A completed plan with six objectives, for example, should include six separate Part II forms.

Summaries of estimated costs

The next section of the form, Part III "Summary of Estimated Costs,' is a compilation of information already presented on the separate Part II sheets.

Organization

Part IV of the form asks for a description of the organizational arrangements for Career Education that have been made in the district. While the extent to which an identifiable organization for Career Education has been established will vary from one district to another, the fact that responsibilities and authorities have been determined is an important element in meeting the objectives for LEA's. Descriptions of organizational arrangements are included in Chapter III of the Handbook.

Submitting procedures

Upon completion of the LEA plan and on or before September 1, 1975, two copies of the plan should be submitted to the CEPD coordinator. The CEPD is to use the plan to develop the CEPD plan which is to be submitted to the State Department of Education by November 1, 1975.

Questions concerning the completion of this form should be addressed to your CEPD coordinator, or to Mr. William Weisgerber, Special Assistant to the Superintendent for Career Education, Michigan Department of Education.

The Local Career Education Plan, to be prepared and submitted to the coordinator of the Career Education Planning District before September 1, 1975, should describe activities which will produce a set of general learner goals, to include both Career Preparation* and Career Development* goals if such a set of goals does not already exist.

It is felt that goals are an essential first step in systematically developing Career Education. Without goals there may be no common target or purpose to guide the efforts of the many persons that, ideally, should be involved.

While many districts already have general learner goals, most of these sets of goals focus on Career Preparation* outcomes. A major distinguishing factor between Career Education and traditional education is the inclusion of goals from the area of Career Development* in Career Education.

As districts become acquainted with Career Development goals through the examination of publications such as the Reference Guide to Career Development Goals and Performance Indicators, they will likely want to review the adequacy of any existing set of goals. As a result of this review, the need to reconfirm, modify or replace the existing goals may become evident.

Some districts may decide to replace existing goals with a more appropriate set. To do this, a district may elect to review other available sets of goals for possible adoption. Other districts may elect to initiate a goal setting process. Procedural guides for such an undertaking are available from private sources (such as the Phi Delta Kappa organization) or in the "Resources" section of this Handbook for implementation.

Districts may find that it is necessary to identify from an entire set of goals, several priority goals for immediate attention. In fact, many goal setting guides include suggested techniques for identifying priority goals.

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*As defined in "Guidelines for Career Education Programming," Michigan Department of Education 1975

Career Development efforts are an essential distinguishing feature between traditional education and Career Education. Therefore, it is felt that at least a part of the goals selected for immediate attention through a priority setting process must be from the Career Development area. Schools electing to focus their attention on a few priority goals are encouraged to include at least some goals from the Career Development area.

Performance objectives

Many general learner goals describe expected performance in terms that are not easily observable or explainable. Such goal statements as "Developing proper attitudes" or "Taking pride in one's work," or others which are simply very general in nature, are not easily used as the basis for planning educational activities or strategies.

The development of performance objectives can facilitate this process by adding detail or clarity to goal statements. Developing performance objectives for general learner goals is an essential step in the systematic implementation of Career Education.

Because the development of performance objectives is a time-consuming process, some districts may decide to work with priority goals rather than with the entire set. For further assistance in the process, they might elect to adopt or build from those contained in the following publications available from the Michigan Department of Education:

a) A Reference Guide to Career Development Goals and Performance Indicators, available from:

Career Education
Michigan Department of Education
Box 420
Lansing, Michigan 48902

b) Minimal Performance Objectives for Subject Areas, available from:

General Education Services
Michigan Department of Education
Box 420
Lansing, Michigan 48902

c) Vocational Education Performance Objectives, available from:

Vocational & Technical Ed. Services
Michigan Department of Education
Box 928
Lansing, Michigan 48904

Districts that elect to proceed with priority goals alone are reminded that these priority goals ought to include at least some Career Development and Career Preparation content.

As districts develop goals and objectives for Career Education, they need to consider evaluating the extent to which students are presently acquiring the desired outcomes. An evaluation of the adequacy of present strategies in addressing the district's performance objectives is an essential step in the systematic development of Career Education.

This evaluation process can be a simple and informal series of judgments or opinions or it may become the subject of a thorough evaluation. The suggested approach is one which uses existing information and supplements this information only where necessary with initiated activity.

The purpose of such an evaluation is to provide a basis for planning new or modified strategies where needed. Experience* has shown that such evaluations will underscore the need for strategies to infuse Career Development content into the existing school program.

In response to this experience and anticipation, resources to help districts plan and conduct inservice programs to implement the "infusion concept" have been developed by the Michigan Department of Education. These include:

1) The Career Education Curriculum Workshop Package
2) "Ideas for Activities for Counselors and Teachers

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*As shown in the publication "Report of a National Assessment of Career Development," ACT, Box 108, Iowa City, Iowa.

3). The Career Education Resource Guide

It is planned to have these resources available to districts by July 1, 1975.

Additional resources, which will not be available at that time, but are under development are in the areas of:

1) Community involvement
2) Placement Programs
3) Career Guidance Programs
4) Career Exploration Programs
5) Others.

These materials will make up the Program Development section of the Handbook for Implementation.

Districts are encouraged to plan in-service activities for teachers, counselors and administrators.

A "Comprehensive Plan"

A systematic effort to implement Career Education is a far greater task than can be achieved in one year. As a result and in the interest of improved strategies, districts are required to plan to develop a comprehensive Career Education Plan on an annual basis.

A sample plan

The completed forms following this paragraph make up a sample local plan.

Blank forms are included at the end of this section for your use. Others may be obtained by contacting:

Career Education
Michigan Department of Education
Box 420
Lansing, Michigan 48902

OS-2887
4/75

Michigan Department of Education
Office of the Superintendent
CAREER EDUCATION
Box 420, Lansing, Michigan 48902

CEPD NUMBER	94

SAMPLE

LOCAL SCHOOL DISTRICT: CAREER EDUCATION PLAN

(September 1, 1975 through June 30, 1976)

EDUCATIONAL AGENCY	Legal Name of School District ABC School District	District Code No.	Telephone – Area Code/Local No. 123-456-7890
	Address 101 Main Street	City Your Town	Zip Code 12345

MAILING INSTRUCTIONS: Return TWO copies by September 1, 1975 to your CEPD coordinator. Retain ONE copy for your record.

CERTIFICATION: I certify the contents of this plan have been reviewed, approved and accurately describe the activities which will be carried out prior to June 30, 1976.

Date Sept. 1, 1975 Superintendent Mary Doe ((Signature)

Contact Person Jack Sprat (Type)

Address 101 Main Street Telephone Number 123/456/7890 Area Code/Local Number

·OS-2887
(Page 2)

CEPD NUMBER	94

Name of School District ABC School District

Part I. PLANNING OBJECTIVES (To be accomplished by June 30, 1976)

NOTE: Local Districts are encouraged to engage in activities which will result in attainment of the SUGGESTED objectives listed in A. below. Specify alternative and/or additional objectives in B. below.

SAMPLE

A. SUGGESTED OBJECTIVES (To be accomplished by June 30, 1976)
(Check EACH of the objectives that will APPLY to this plan.)

OBJECTIVE 1. ☒ The District shall identify a set of general learner goals which include both Career Preparation* and Career Development* goals.

Criteria: Formal approval of such goals by the local Board of Education and evidence of both Career Preparation and Career Development content will indicate successful attainment of this objective.

OBJECTIVE 2. ☒ The District shall identify performance objectives for at least part of both their Career Preparation and Career Development goals.

Criteria: Possession of performance objectives from Career Preparation areas (General Education subject areas, Vocational Education, etc.), and possession of performance objectives from Career Development areas which are equivalent or superior to those provided by the Michigan Department of Education will constitute evidence of attainment of this objective.

OBJECTIVE 3. ☒ The District shall identify and implement, at least on a pilot basis, career education strategies (instructional, guidance, etc.) which address selected performance objectives.

Criteria: Evidence of trial implementation of identified strategies which address both Career Preparation and Career Development performance objectives will indicate attainment of this objective.

OBJECTIVE 4. ☒ The district shall prepare a comprehensive plan for the time period between July 1, 1976 and June 30, 1977 which shall include continuation, extension and/or modification of strategies to implement District goals.

Criteria: Submission of a comprehensive plan which meets or exceeds guidelines for such a plan as they are determined by the Michigan Department of Education will indicate attainment of this objective.

*As defined in "Guidelines for Career Education Programming," Michigan Department of Education, 1975.

B. LIST OTHER OBJECTIVES DEVELOPED BY LOCAL SCHOOL DISTRICT (To be accomplished by June 30, 1976)

OBJECTIVE 5. The district shall have identified in-service needs and implemented staff development programs for administrators, teachers, and counselors.

Criteria:

OBJECTIVE 6. The district shall have organized a Career Education Steering Committee comprised of educators, citizens and students.

Criteria:

OBJECTIVE 7.

(Attach Additional Sheets if Necessary.)

Part II. (Complete ONE set of PART II. (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART I.) (Duplicate PART II as needed.)

A. OBJECTIVE NUMBER FROM PART I. 1

B. **RESPONSIBLE PERSON(S) for the objective listed in A. above:** Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

Jack Sprat
Chairman, Steering Committee(s)
-Washington Elementary
-Lincoln Elementary
-Oceanview Elementary
-Jefferson Junior High
-Central High School

SAMPLE

C. **ACTIVITIES:** Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
A prerequisite activity to this objective is the organization of Steering Committees. This goal setting activity will begin, therefore, on	October 1, 1975.	
The school district has a set of goals which has been approved by the School Board. A representative group of teachers, counselors and administrators reviewed these goals and found that most of the goals represent Career Preparation student behaviors. The following activity is proposed to identify additional Career Development goals.		
1. A subcommittee of the Steering Committee will review appropriate references to identify Career Development Goals. Examples of such references are: Career Education: A Curriculum Design and Instructional Objectives Catalogue, American Institutes for Research, Palo Alto, Ca., 1973 Career Development Goals & Performance Indicators, Michigan Dept. of Ed., 1974.		
2. The subcommittee will identify and propose a minimum of three Career Development Goals to the Steering Committee.		
3. The Steering Committee will discuss how these goals relate to the already identified Career Preparation goals.		
4. The Steering Committee will propose a new set of goals to the School Board, including a minimum of three Career Development goals.		
5. The School Board will adopt the goals		Dec 1, 1975.

(Page 4)

Part II .(CONTINUED)

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part III).

SAMPLE

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position:		
7	Steering Committee members	none
	Sub-Total	
Supplies & Materials	printing	75.00
	references	50.00
	miscellaneous	25.00
	Sub-Total	150.00
Travel:	none	
	Sub-Total	
Contracted Services:	none	
	Sub-Total	
Facilities:	none	
	Sub-Total	
Other:	none	
	Sub-Total	
	Estimated Total Costs for this Objective	$150.00

Part II . (Complete ONE set of PART II . (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

SAMPLE

A.

OBJECTIVE NUMBER FROM PART II.	2

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

Roger Lampke - Director of Guidance, representing counselors on the Steering Committee

Hilda Pack - Lead Teacher - representing teachers on the Steering Committee

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
Teachers in the district utilized an inservice day last year to write performance objectives for the Career Preparation goals adopted by the board. The teachers used: a) the Minimal PerformanceObjectives, .D.E. and b) the Voc. Tec. Performance Objectives, M.D.E. to accomplish this. By Dec. 1, 1975, we will have at least three more Career Development goals. The following plan is proposed for writing performance objectives for the Career Development goals: 1. The Steering Committee will appoint two subcommittees: one consisting of the counselors, chaired by the Director of Guidance; and the other consisting of four teachers, chaired by a Lead Teacher. 2. These subcommittees will work together and separately to identify performance objectives for each of the Career Development Goals. The counselors will identify those performance objectives the Guidance Program will be responsible for and the teachers will identify those performance objectives the Instructional Program will be responsible for. 3. Each subcommittee will propose at least two performance objectives for each Career Development goal to the Steering Committee. 4. The Steering Committee will accept or offer recommendations for improving the set of performance objectives. 5. The Career Development performance objectives will be added to the list of Career Preparation performance objectives and printed for every teacher, counselor and administrator.	Dec. 1, 1975	Feb.1, 1976

Part II .(CONTINUED) 2

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part II).

SAMPLE

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position: 9	Director of Guidance and three counselors Lead Teacher and four other representative teachers	none
	Sub-Total	
Supplies & Materials	printing	75.00
	references	25.00
	miscellaneous	10.00
	Sub-Total	110.00
Travel:	Consultant travel	
	Sub-Total	35.00
Contracted Services:	Consultant	
	Sub-Total	100.00
Facilities:	none	
	Sub-Total	0
Other:	none	
	Sub-Total	0
	Estimated Total Costs for this Objective	$245.00

Part II

(Complete ONE set of PART II . (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

A.

OBJECTIVE NUMBER FROM PART II.	3

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

Mary Scott, Oceanview Elementary School, Career Education
Coordinator

SAMPLE

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
Ms. Scott provided inservice training to 10 elementary teachers and counselors in Oceanview School on infusing decision-making objectives into the existing school program. After Career Development Goals and objectives have been identified, these same teachers and counselors will initiate the following activities: 1. Work together to identify places to infuse the new objectives into the instructional program and the guidance program. 2. Identify activities and create lessons which infuse the Career Development objectives throughout the curriculum. 3. Work with other teachers in the school and district who would like to get involved with this process. 4. Pilot test the lessons in two different situations or classrooms. 5. Write up lessons to be printed and shared with other teachers in the district during inservice days.	Feb. 1,1976	

Part II .(CONTINUED) #3

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part III).

SAMPLE

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position: 11	1 Career Education Coordinator and 10 elementary teachers and counselors	
	Sub-Total	0
Supplies & Materials	Printing	50.00
	References	10.00
	Sub-Total	60.00
Travel:	none	
	Sub-Total	0
Contracted Services:	none	
	Sub-Total	0
Facilities:	none	
	Sub-Total	0
Other:	none	
	Sub-Total	0
	Estimated Total Costs for this Objective	$60.00

Part II

(Complete ONE set of PART II (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.)

A.

OBJECTIVE NUMBER FROM PART II.	4

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

Virginia Bird, Local Career Education Coordinator

SAMPLE

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
The local Career Education Coordinator will work with the Steering Committee to address Career Education planning for the following year: a. Systematic evaluation of present goals and objectives. b. Review of present strategies used and research of possible new or unique strategies. c. Survey staff for input for next year's Career Education planning priorities.	April 1, 1976	
LEA Career Education Coordinator will submit a plan to the Steering Committee	May 1, 1976	
Plan proposed to School Board	May 15, 1976	
Plan submitted to CEPD Coordinator		July 1, 1976

Part II .(CONTINUED)

#4

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part II).

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position: 1	Local Career Education Coordinator (Teacher chairperson of the Steering Committee)	10 days @ $40/day
	Sub-Total	$400.00
Supplies & Materials	Printing	25.00
	Sub-Total	25.00
Travel:	500 miles @ 12¢ mile	60.00
	Sub-Total	60.00
Contracted Services:	none	0
	Sub-Total	0
Facilities:	none	0
	Sub-Total	0
Other:	none	0
	Sub-Total	0
	Estimated Total Costs for this Objective	$485.00

SAMPLE

Part II

(Complete ONE set of PART II (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART I.) (Duplicate PART II as needed.)

A.

OBJECTIVE NUMBER FROM PART II.	5

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

Virginia Bird, Local Career Education Coordinator and
Chairperson of Steering Committee

SAMPLE

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
To identify in-service needs and plan staff development programs, the following activities will be implemented:	Nov. 1, 1975	
1. Work with Steering Committee to develop a survey-questionnaire for identifying in-service needs.	Dec. 1, 1975	
2. Conduct the survey, covering all staff and collect data.		
3. Contact consultant to work with subcommittee of Steering Committee to plan an inservice program for administrators, counselors and teachers.		
4. Conduct in-service, evaluate and plan for follow-up.	Dec. 1, 1975	May 1, 1976

Part II. (CONTINUED) #5

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part II).

SAMPLE

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position: 8	Local Career Education Coordinator and 7 Steering Committee members	
	Sub-Total	0
Supplies & Materials	Printing	50.00
	Miscellaneous	20.00
	Sub-Total	$ 70.00
Travel:	Consultant travel	
	Sub-Total	100.00
Contracted Services:	Consultant 2 days @ $100/day	
	Sub-Total	200.00
Facilities:	none	0
	Sub-Total	
Other:	none	
	Sub-Total	0
	Estimated Total Costs for this Objective	$370.00

Part II

• (Complete ONE set of PART II (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

A.

OBJECTIVE NUMBER FROM PART II.	6

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

Virginia Bird, Local Career Education Coordinator

SAMPLE

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
A first task will be to organize a local Steering Committee for the school district. The following activities will be implemented: 1. Superintendent, principals and school Career Education coordinators will nominate persons for the committee: 2 administrators 2 elementary teachers 2 junior high teachers 2 high school teachers 2 counselors 1 parent 1 businessman 2 students 2. LEA Career Education Coordinator will obtain commitment and set up meeting times and places. 3. LEA Career Education Coordinator will initiate the committee's activities and will maintain this leadership throughout the year.		

(Page 4)

Part II .(CONTINUED)

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part II).

SAMPLE

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position: 7	Superintendent Principals LEA Career Education Coordinator	
	Sub-Total	0
Supplies & Materials	Miscellaneous	
	Sub-Total	$50.00
Travel:	none	
	Sub-Total	0
Contracted Services:	none	
	Sub-Total	0
Facilities:	none	
	Sub-Total	0
Other:	none	
	Sub-Total	0
	Estimated Total Costs for this Objective	$50.00

Part III. SUMMARY OF ESTIMATED COSTS FOR ALL OBJECTIVES LISTED IN PART II., PAGE 4.

OBJECTIVE	ESTIMATED COSTS TO THE NEAREST DOLLAR						
	Personnel	Supplies & Materials	Travel	Contracted Services	Facilities	Other	Total
1.	0	150.00	0	0	0	0	150.00
2.	0	110.00	35.00	100.00	0	0	245.00
3.	0	60.00	0	0	0	0	60.00
4.	400.00	25.00	60.00		0	0	485.00
5.	0	70.00	100.00	200.00	0	0	370.00
6.	0	50.00	0	0	0	0	50.00
7.							
8.							
9.							
10.							
TOTALS	400.00	465.00	195.00	300.00	0	0	1360.00

Part IV.

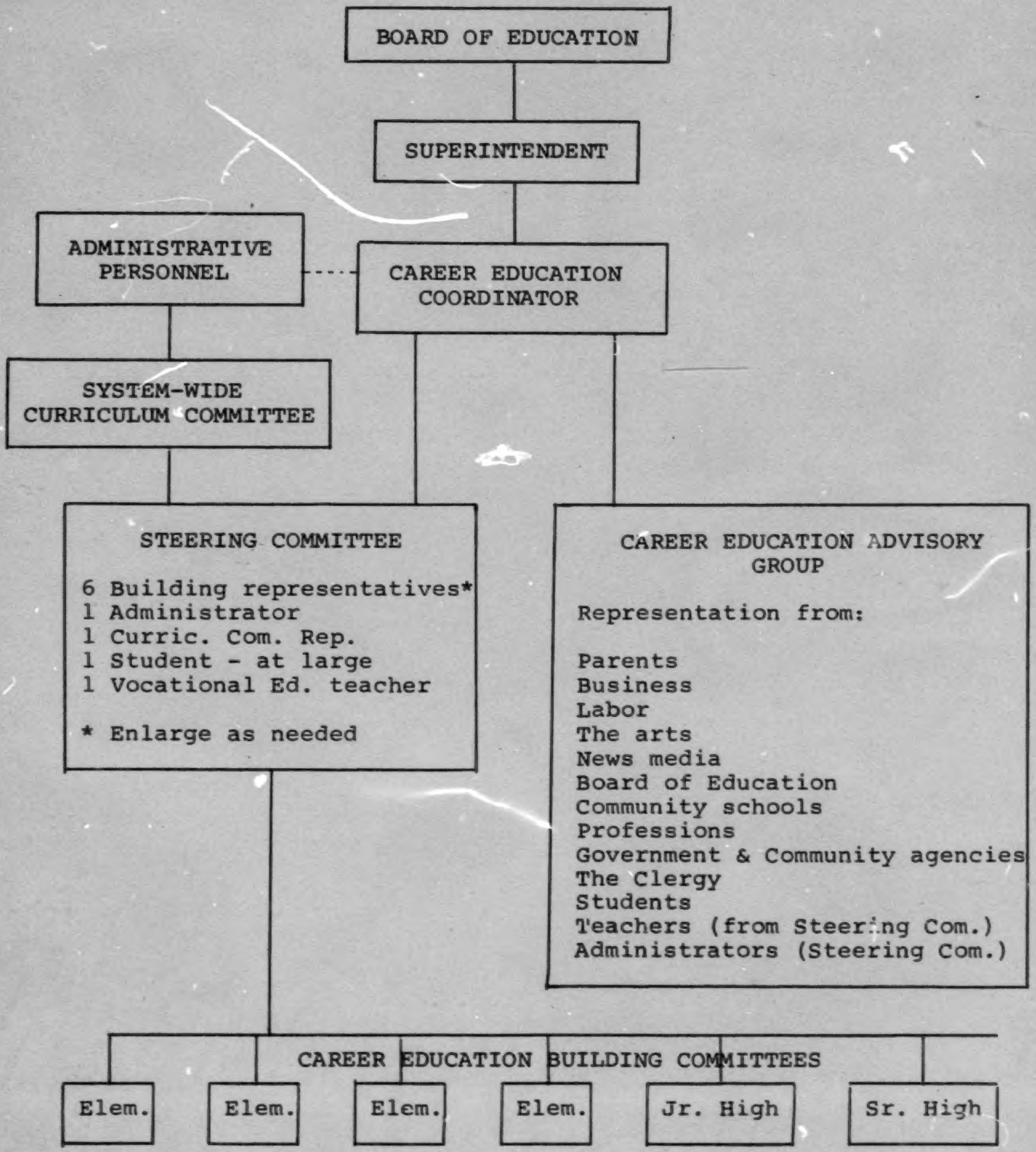
A. ORGANIZATION (See "Career Education Handbook for Implementation.")

1. Describe the organizational arrangements of the district which assures the implementation of the activities identified on Page 3, Part II, Item C.

A Career Education coordinator has been identified for the district (Virginia Bird). She is also a 1/2 time reading specialist and will chair a Steering Committee made up of school and community people. Ms. Bird will report to the superintendent and will work directly with the building principals and building committees.

2. ATTACH an ORGANIZATIONAL CHART which delineates the relationship among responsible parties as identified on Page 3, Part II, Item B.

LOCAL DISTRICT CAREER EDUCATION ORGANIZATION


BOARD OF EDUCATION
SUPERINTENDENT
ADMINISTRATIVE PERSONNEL
CAREER EDUCATION COORDINATOR
SYSTEM-WIDE CURRICULUM COMMITTEE
STEERING COMMITTEE
6 Building representatives*
1 Administrator
1 Curric. Com. Rep.
1 Student - at large
1 Vocational Ed. teacher
* Enlarge as needed
CAREER EDUCATION ADVISORY GROUP
Representation from:
Parents
Business
Labor
The arts
News media
Board of Education
Community schools
Professions
Government & Community agencies
The Clergy
Students
Teachers (from Steering Com.)
Administrators (Steering Com.)
CAREER EDUCATION BUILDING COMMITTEES
Elem.
Elem.
Elem.
Elem.
Jr. High
Sr. High

PART III - CEPD PLANNING FORMS

AND SOME SUGGESTED ACTIVITIES

The purpose of this section of the Handbook for Implementation is to provide planning forms and suggestions for their completion. In addition, suggestions are offered regarding the use of LEA plans.

In the LEA planning section, LEA's were asked to submit their plans to the CEPD coordinator by September 1, 1975. The CEPD's role is to build a CEPD plan which when implemented will aid LEA's in implementing their plans and in developing their next year's plan. The CEPD plan is to be submitted to the Department of Education by November 1, 1975. In future years, the Local Plan will be submitted to CEPD's by June 30, so that CEPD plans can be prepared by September 1.

The CEPD planning form is outlined on the following pages. Blank forms are available for use when preparing plans.

The first section of the form asks for the necessary identifying information.

The first major part of the form Part I consists of several items which summarize information about the LEA plans received by the CEPD. Information about the K-12 plans received, those not received and the inclusion of each objective is found in this part.

Part II of the form should contain the suggested objectives of the CEPD for the year ahead plus any other objectives that may be identified.

Part III of the form asks for descriptions of CEPD activities. The what, how, and when of activities to reach the objectives (identified by the CEPD in Part II of the form) are included in this part. One complete Part III should be filled out for each CEPD objective. A CEPD plan with six objectives, for example, would contain six separate forms (Part III's). The Part III form should be duplicated for this purpose.

Summary of estimated costs

Part IV of the form consists of a compilation of the estimated costs included on each activity sheet of Part III. This section provides a concise overview of CEPD costs.

Organization

Part V of the form asks for a description of the organizational arrangements of the CEPD activities. An organizational chart may be used to clarify the relationships among the parties involved.

Council members

Part VI of the form asks for the names and area of representation of the CEPD Council members.

Submitting procedures

The CEPD coordinator is to submit two copies of the CEPD plan by November 1, 1975 to:

Career Education
Michigan Department of Education
Box 420
Lansing, Michigan 48902

OS-4566
4/75

Michigan Department of Education
Office of the Superintendent
CAREER EDUCATION
Box 420, Lansing, Michigan 48902

CEPD NUMBER	94

CEPD: CAREER EDUCATION PLAN
(September 1, 1975 through August 31, 1976)

SAMPLE

Name of CEPD Fiscal Agency LaCrosse Intermediate School District		
Name of CEPD Coordinator George Redwood		
Address 5600 Marshall Ave.	City Potts	Telephone - Area Code/Local No. 901-361-1732

MAILING INSTRUCTIONS: Return TWO copies by SEPTEMBER 1, 1975 to the STATE address indicated above.

NOTE: Make sure that you have ATTACHED ONE COPY of PART I, Page 2 of Form OS-2887 for EACH Local School District which SUBMITTED Form OS-2887 to the CEPD.

Part I. SUMMARY OF FORM OS-2887 "LOCAL SCHOOL DISTRICT: CAREER EDUCATION PLAN"

A. SUMMARY OF FORM OS-2887 WHICH WAS RETURNED TO THE CEPD.

Indicate the TOTAL NUMBER of Local School Districts Which Submitted Form OS-2887 to CEPD.	Indicate the TOTAL NUMBER of Local School Districts Which Selected SUGGESTED Objectives in PART I, Page 2 of Form OS-2887.				Indicate the TOTAL NUMBER of Local School Districts Which Listed One or More OTHER OBJECTIVES in PART I, Page 2 of Form OS-2887.
	Suggested Objectives Number				
	1	2	3	4	
21	20	20	21	21	5

B. ATTACH ONE COPY of PART I, Page 2 of Form OS-2887 for EACH Local School District which SUBMITTED Form OS-2887 to the CEPD.

C. LIST THE LOCAL SCHOOL DISTRICT(S) THAT DID NOT RETURN FORM OS-2887 TO CEPD.

Name of Local School District	Indicate the REASON Form OS-2887 Was Not Returned to CEPD.
1. Freeburg Community Schools	Change in administration caused late
2.	start. Plan will be in by Dec.1, 1975
3.	
4.	
5.	
6.	

OS-2887
(Page 2)

CEPD NUMBER	94

Name of School District ____________________

Part I. PLANNING OBJECTIVES (To be accomplished by June 30, 1976)

NOTE: Local Districts are encouraged to engage in activities which will result in attainment of the SUGGESTED objectives listed in A. below. Specify alternative and/or additional objectives in B. below.

SAMPLE

A. SUGGESTED OBJECTIVES (To be accomplished by June 30, 1976)
(Check EACH of the objectives that will APPLY to this plan.)

OBJECTIVE 1. ☒ The District shall identify a set of general learner goals which include both Career Preparation● and Career Development● goals.

Criteria: Formal approval of such goals by the local Board of Education and evidence of both Career Preparation and Career Development content will indicate successful attainment of this objective.

OBJECTIVE 2. ☒ The District shall identify performance objectives for at least part of both their Career Preparation and Career Development goals.

Criteria: Possession of performance objectives from Career Preparation areas (General Education subject areas, Vocational Education, etc.), and possession of performance objectives from Career Development areas which are equivalent or superior to those provided by the Michigan Department of Education will constitute evidence of attainment of this objective

OBJECTIVE 3. ☒ The District shall identify and implement, at least on a pilot basis, career education strategies (instructional, guidance, etc.) which address selected performance objectives.

Criteria: Evidence of trial implementation of identified strategies which address both Career Preparation and Career Development performance objectives will indicate attainment of this objective.

OBJECTIVE 4. ☒ The district shall prepare a comprehensive plan for the time period between July 1, 1976 and June 30, 1977 which shall include continuation, extension and/or modification of strategies to implement District goals.

Criteria: Submission of a comprehensive plan which meets or exceeds guidelines for such a plan as they are determined by the Michigan Department of Education will indicate attainment of this objective.

●As defined in "Guidelines for Career Education Programming," Michigan Department of Education, 1975.

B. LIST OTHER OBJECTIVES DEVELOPED BY LOCAL SCHOOL DISTRICT (To be accomplished by June 30, 1976,

OBJECTIVE 5. The district shall have identified in-service needs and implemented staff development programs for: administrators, teachers, and counselors.

Criteria:

OBJECTIVE 6. The district shall have organized a Career Education Steering Committee comprised of educators, citizens and students.

Criteria:

OBJECTIVE 7.

(Attach Additional Sheets if Necessary.)

OS-4566
(Page 2)

CEPD NUMBER	94

Part II. CEPD: PLANNING OBJECTIVES (To be accomplished by August 31, 1976)

NOTE: CEPD's are encouraged to engage in activities which will result in attainment of the SUGGESTED objectives listed in A. below. Specify alternative and/or additional objectives in B. below.

A. SUGGESTED OBJECTIVES (To be accomplished by August 31, 1976)
(Check EACH of the objectives that will APPLY to this plan.)

OBJECTIVE 1. ☒

The CEPD shall conduct a promotional program to encourage school and community participation in Career Education Activities.

Criteria: Evidence of promotional activities and evidence of positive effects will indicate attainment of this objective.

OBJECTIVE 2. ☒

The CEPD shall identify and conduct activities which address needs identified through analysis of the K-12 plans.

Criteria: Evidence of activity addressing either problems in the K-12 plans or in support of planned activity in the K-12 plans will indicate attainment of this objective.

OBJECTIVE 3. ☒

The CEPD shall develop a Career Education plan for the Area Vocational Center(s) if one exists which reflects a synthesis of directions taken by constituent K-12 districts.

Criteria: Existence of a plan which addresses the needs of the Area Center(s) will indicate attainment of this objective.

OBJECTIVE 4. ☒

The CEPD shall develop a comprehensive Career Education plan based upon the K-12 comprehensive plans received by the CEPD by June 30, 1976.

Criteria: Submission of a CEPD Comprehensive Career Education plan by August 31, 1976 which utilizes the format provided by the Michigan Department of Education will indicate attainment of this objective.

SAMPLE

B. LIST OTHER OBJECTIVES DEVELOPED BY CEPD (To be accomplished by August 31, 1976)

OBJECTIVE 5.

OBJECTIVE 6.

OBJECTIVE 7.

(Attach Additional Sheets if Necessary.)

OS-4566
(Page 3)

Part III.

(Complete ONE set of PART III. (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

A. **OBJECTIVE NUMBER FROM PART II.** 1

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

George Redwood, CEPD Coordinator

SAMPLE

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
In cooperation with local districts I will arrange for a public service TV program to clarify the concept of Career Education. We will try to use spot messages as well as programs of a longer duration.	Sept. 1,1975	June 30,1976
An organized effort to speak to community groups will be initiated, with local Career Education people and myself being available for presentations.	Oct. 1,1975	June 30,1976
I will contact the editors of local newspapers and provide any information or prepared material they may desire in order to prepare and run a regular series of public interest articles on Career Education.	Oct. 1, 1975	June 30,1976
I will survey a small sample of local people, including educators, in order to check on the success of the above activities.	Dec. 1, 1975 Mar. 1, 1976 June 1, 1976	June 30,1976

OS-4560
(Page 4)

Part III. (CONTINUED)

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part III).

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position:		
1	CEPD Coordinator and Local Career Education staff	2000.00
1	Secretary 1/10 FTE	850.00
1	layout artist (40 hours)	200.00
	Sub-Total	3050.00
Supplies & Materials		
	Printing costs	500.00
	Miscellaneous	50.00
	Sub-Total	550.00
Travel:		
	Regular mileage reimbursement for coordinator 1000 miles @ 12¢ mile	120.00
	Sub-Total	120.00
Contracted Services:		
	none	
	Sub-Total	0
Facilities:		
	1/10 annual facilities cost	310.00
	Sub-Total	310.00
Other:		
	Miscellaneous	50.00
	Sub-Total	50.00
	Estimated Total Costs for this Objective	4080.00

SAMPLE

05-4566
(Page 3)

Part III. (Complete ONE set of PART III. (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

A.

OBJECTIVE NUMBER FROM PART II.	2

B. **RESPONSIBLE PERSON(S) for the objective listed in A. above:** Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

George Redwood, CEPD Coordinator

SAMPLE

C. **ACTIVITIES:** Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
After looking over the K-12 plans, it is apparent that a coordinated in-service plan is warranted.		
Eleven of the districts have committed themselves to participate in 4 in-service sessions:		
August 28, 1975 (1/2 day)	Already underway	
Sept. 19, 1975 (all day)		
December 12, 1975 (all day)		
February 27, 1976 (all day)		Feb. 27, 1976
These are negotiated in-service days for these districts.		
Separate in-service sessions will be conducted for other interested LEA's.		June 30, 1976
In March, In-Service sesssions on the planning for next year will begin.	March 1,1976	June 30, 1976
Personal contacts to assist and coordinate LEA activities will be continued throughout the year.		June 30,1976

Part III. (CONTINUED)

RESOURCE REQUIREMENTS: **Please describe the resource requirements necessary to support the activities identified in item C of this part (Part III).**

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position:		
1	CEPD coordinator 1/5 time	4000.00
	local Career Education persons (time element unknown)	-
1	secretary 1/5 time	1700.00
	Sub-Total	5700.00
Supplies & Materials		
	Workshop materials	300.00
	Miscellaneous	50.00
	Sub-Total	350.00
Travel:		
	Mileage for coordinator 1000 miles @ 12¢/mile	120.00
	Sub-Total	120.00
Contracted Services:		
2	Consultants (Northeastern University)	
	(4 days each @ 75.00/day)	600.00
	Sub-Total	600.00
Facilities:	1/5 annual facilities cost	620.00
	Sub-Total	620.00
Other:		
	Miscellaneous	50.00
	Sub-Total	50.00
	Estimated Total Costs for this Objective	7440.00

SAMPLE

OS-4566
(Page 3)

Part III. (Complete ONE set of PART III. (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

A.

OBJECTIVE NUMBER FROM PART II.	3

B. **RESPONSIBLE PERSON(S) for the objective listed in A. above:** Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

George Redwood, CEPD Coordinator

SAMPLE

C. **ACTIVITIES:** Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
In cooperation with Area Center staff, a plan will be developed to synthesize goals and objectives from constituent LEA's and to conduct in-service sessions to implement strategies such as the infusion strategy. Plans will also include arrangements to use Area Center facilities for an exploratory experience for middle school students. Plans will include activities to expand the participation of the community in certain programs of the center.	Feb. 1, 1976	Sept. 1,1976

OS-4566
(Page 4)

Part III. (CONTINUED)

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part III).

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position:		
1	CEPD Coordinator 1/10 FTE	2000.00
1	Secretary 1/10 time	850.00
	Area Center Staff (no costs available)	---
	Sub-Total	2850.00
Supplies & Materials	Printing	100.00
	Miscellaneous	50.00
	Sub-Total	150.00
Travel:	500 miles @ 12¢/mile	60.00
	Sub-Total	60.00
Contracted Services:	none	
	Sub-Total	0
Facilities:	1/10 annual cost	310.00
	Sub-Total	310.00
Other:	Miscellaneous	50.00
	Sub-Total	50.00
	Estimated Total Costs for this Objective	3420.00

SAMPLE

Part III. (Complete ONE set of PART III. (Pages 3 and 4) for EACH suggested and Other Objective that you IDENTIFIED in PART II.) (Duplicate PART III as needed.)

A.

OBJECTIVE NUMBER FROM PART II.	4

B. RESPONSIBLE PERSON(S) for the objective listed in A. above: Please indicate the NAME and TITLE of INDIVIDUAL(S) or describe the GROUP (committee, etc.) which is being charged with responsibility for the activities addressing the above objective.

George Redwood, CEPD Coordinator

SAMPLE

C. ACTIVITIES: Please describe planned activities which address the objective listed in A above:

ACTIVITY	Beginning Date	Ending Date
Upon receipt of Local plans on July 1, 1976, a plan will be developed to coordinate, promote, and assist the Career Education effort of LEA's and the Area Center. The plan will be consistent with the direction suggested by the MDE, provided MDE suggestions are received by July 1, 1976.	July 1, 1976	
The plan will be reviewed by the CEPD Council before submission on Sept. 1, 1976.		Aug. 31, 1976

Part III. (CONTINUED)

D. RESOURCE REQUIREMENTS: Please describe the resource requirements necessary to support the activities identified in item C of this part (Part III).

SAMPLE

CATEGORY	DESCRIPTION	ESTIMATED COSTS (to nearest dollar)
Number of Personnel by Position:		
1	CEPD Coordinator 1/10 time	2000.00
1	Secretary 1/10 time	850.00
	Sub-Total	2850.00
Supplies & Materials	Printing	50.00
	Sub-Total	50.00
Travel:	1000 miles @ 12¢/mile	120.00
	Sub-Total	120.00
Contracted Services:	none	
	Sub-Total	0
Facilities:	1/10 annual cost	310.00
	Sub-Total	310.00
Other:	Miscellaneous	50.00
	Sub-Total	50.00
	Estimated Total Costs for this Objective	3380.00

Part IV. SUMMARY OF ESTIMATED COSTS FOR ALL OBJECTIVES LISTED IN PART III., PAGE 4.

OBJECTIVE	ESTIMATED COSTS TO THE NEAREST DOLLAR						
	Personnel	Supplies & Materials	Travel	Contracted Services	Facilities	Other	Total
1.	3050.00	550.00	120.00	0	310.00	50.00	4080.00
2.	5700.00		350.00	600.00	620.00	50.00	7440.00
3.	2850.00	150.00	60.00	0	310.00	50.00	3420.00
4.	2850.00	50.00	120.00	0	310.00	50.00	3380.00
5.							
6.							
7.							
8.							
9.							
10.							
TOTALS	14,450.00	1,100.00	420.00	600.00	1550.00	200.00	18,320.00

Part V.

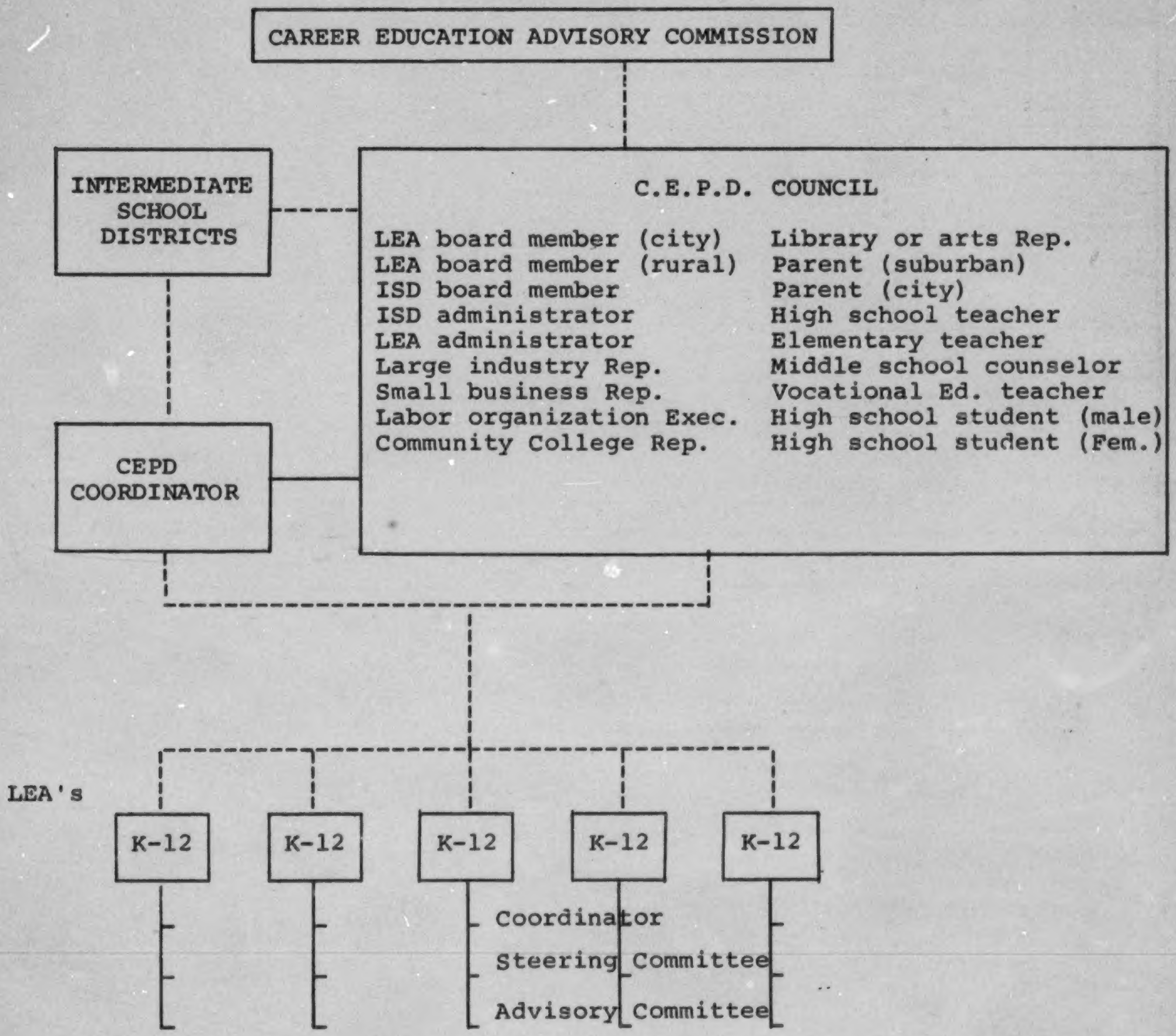
A. ORGANIZATION (See "Career Education Handbook for Implementation.")

1. Describe the organizational arrangements of the district which assures the implementation of the activities identified on Page 3, Part III, Item C.

The CEPD coordinator reports to the ISD superintendent. The coordinator acts as the administrator of the CEPD Council and is a liaison person with the K-12's. As the coordinator needs assistance, other ISD personnel may be asked to provide temporary assistance; however, the coordinator is responsible for all CEPD functions.

2. ATTACH an ORGANIZATIONAL CHART which delineates the relationship among responsible parties as identified on Page 3, Part III, Item B.

C.E.P.D. ORGANIZATION FOR CAREER EDUCATION


CAREER EDUCATION ADVISORY COMMISSION
INTERMEDIATE SCHOOL DISTRICTS
C.E.P.D. COUNCIL
LEA board member (city)
LEA board member (rural)
ISD board member
ISD administrator
LEA administrator
Large industry Rep.
Small business Rep.
Labor organization Exec.
Community College Rep.
Library or arts Rep.
Parent (suburban)
Parent (city)
High school teacher
Elementary teacher
Middle school counselor
Vocational Ed. teacher
High school student (male)
High school student (Fem.)
CEPD COORDINATOR
LEA's
K-12
K-12
K-12
K-12
K-12
Coordinator
Steering Committee
Advisory Committee

Part VI. CEPD COUNCIL: List the members of the CEPD Council and identify their area of representation.

Council Members	Area of Representation
Jeannette Franklin	Parent
Benjamin Murphy	Teacher
Harriet Oglethorpe	Principal
J. Worthington Smith	Business
Frederick Finkbein	Administrator- Superintendent
Walter R. Marlett	Labor
Wells S. Fargo	Board Member
Randall Heartwell	Counselor
Mona L. Leonard	The Arts
Skip Schoolmaster	Student
Dean C. Brady	Community College
Matthew Christiansen	Clergy
Alfred G. Robinson	Industry
E. Dwight Davidson	Service Club Member
Marian Wisnewski	Parent
Robin Kelly	Student
William H. MacArthur	Local Career Ed Director
James Allen	Vocational Ed Teacher
Virginia Ellingworth	Administrator-Principal

Part VII.

CERTIFICATION: I certify that the contents of the CEPD plan have been reviewed by the CEPD Council.

Chairperson, CEPD Council ______________________ (Signature) Date Nov. 1, 1975
Jeannette Franklin

The contents of this plan are an accurate description of activities and resource allocations to be carried out prior to August 31, 1976.

CEPD Coordinator ______________________ (Signature) Date Nov. 1, 1975
George Redwood

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

PROGRAM DEVELOPMENT

FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experimental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

ACKNOWLEDGMENTS

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The Kent Intermediate School District has provided coordinating services for the handbook development.

PROGRAM DEVELOPMENT

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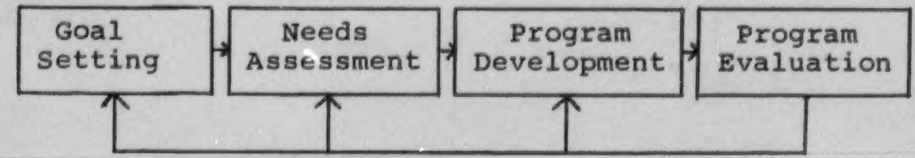
PROGRAM DEVELOPMENT

INTRODUCTION

Career Education Planning Activities are underway in school districts throughout the State of Michigan. Many of these districts are already pursuing a systematic path toward an effective and responsive Career Education program. These districts are investing considerable energy to identify Career Education goals and develop program objectives which reflect the needs and wishes of their communities. This effort is progressing at a pace which will bring nearly all districts into some degree of involvement in program planning in the very near future. It is Career Education program development which is the subject of this section of the Handbook for Implementation.

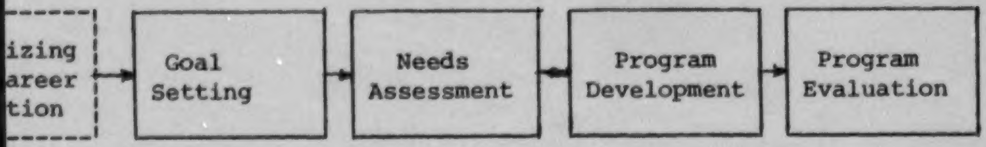
SYSTEMATIC APPROACH

Much emphasis is being placed on a systematic approach to the development of Career Education. This emphasis is more than justified by the need to become or remain accountable, first to ourselves, and most importantly to the students who will be affected by the Career Education program. No specific series of steps is essential to systematic program planning and development, but there are general steps that are more or less common to the systematic process. These steps are outlined in the diagram below.



The materials presented in this Handbook for Implementation are intended to assist districts with various tasks which are consistent with or prerequisite to the above general model.

For example, few would question the need for a general awareness of the Career Education concept or for an organization to aid in the planning and development of a Career Education program. These prerequisites should be included in our general planning model.



A part of the "Organizing for Career Education" section of the Handbook for Implementation encourages districts to establish a steering committee and designate a local Career Education coordinator to the extent their resources will allow. This committee can serve as the coordinating body as districts become involved in the tasks of:

1) Goal Setting
2) Needs Assessment
3) Program Development
4) Program Evaluation

While the district may have established building-level committees or district-wide committees or both, it may become necessary to identify sub-committees or task forces to carry out specific tasks.

Goal Setting, for example, is a process which results in an agreed-upon target for a school district. While there are probably many ways to approach the task of determining goals, most methods involve several steps and a significant amount of time and energy. The identification of several persons to plan and direct the goal setting process is important to the successful completion of the task.

A booklet outlining a suggested approach to goal setting which has been developed and tested in several schools is included in the Resource Materials section of the Handbook for Implementation. The suggestions found in this "goal setting" booklet will probably need adaptation before they are meaningful for any particular district. The booklet does, however, describe a general approach to goal setting which is believed to be worthy of districts' consideration.

NEEDS ASSESSMENT

Needs assessment, as a general second step in the planning model, is intended to identify the strengths and weaknesses in the present program by asking the question:

> To what extent are students presently achieving the goals of the district or school?

While this question may have been asked often as a routine part of evaluation, it is important now to identify specific parts of the existing program that are especially strong or weak, and also to identify which goals are being least met at present, the latter being a sound method of selecting priority goals. A reliable needs assessment may require the development of performance objectives in order to clarify the meaning of goal statements. Performance objectives allow the development of student achievement measures which can be directly related to specific goal statements.

Student assessment

A student assessment might be a comprehensive one specifically designed for this purpose, but more realistically, it can be based upon selected records and testing in only the important areas where little or no information may be available. Schools may decide, for example, that their 4th and 7th grade State Assessment data may sufficiently assess certain goal areas, while another approach, such as a commercial test, is necessary for others. Tests such as the Career Maturity Index (CMI) or the Assessment of Career Development (ACD) can be useful when assessing career development goal areas. The results of student assessment should be, regardless of methodology, a sound basis for initial program planning.

Resource assessment

Another kind of assessment important to program planning is resource assessment, a process which addresses the question:

> What resources are available to us as we contemplate program changes?

This question is important because resources play an important part in deciding what the school (or any of its parts) can expect to achieve. This is an important consideration when responsibility for particular goals is assigned to the school or one or more of its parts. A resource assessment can become overburdening, but if conducted at a general level, is not difficult to accomplish. Districts involved in a resource assessment should develop a conscious response to questions such as:

1) What are the quantities and qualities of our instructional materials?
2) What are the quantities and qualities of our physical facilities?
3) What are the quantities and qualities of our personnel?
4) To what extent can our community provide resources?
5) What monies are available?
6) To what extent are we using the above re-resources?

Having sufficiently addressed these questions and, perhaps, others important to the particular situation, a district or school is prepared to begin planning program changes.

Planning program changes can involve many different kinds of activities and can result in plans even more diverse. One initial step, however, is usually advisable. It is to identify which goals or needs are going to be the responsibility of which component of the school or district. In many cases specific goals can be assigned to specific operations and in others a goal may be a shared responsibility of the entire school or district. Decisions of this type can probably best be made by a group representing each area of the school or district.

The results of the resource assessment as well as an understanding of the goals are important inputs to the decision-making tasks. As various groups within the school identify and accept their responsibilities for specific goals, their attention must necessarily shift to the techniques or methods of fulfilling their responsibilities. This task, although awesome, is made easier by the experimental efforts of the past several years.

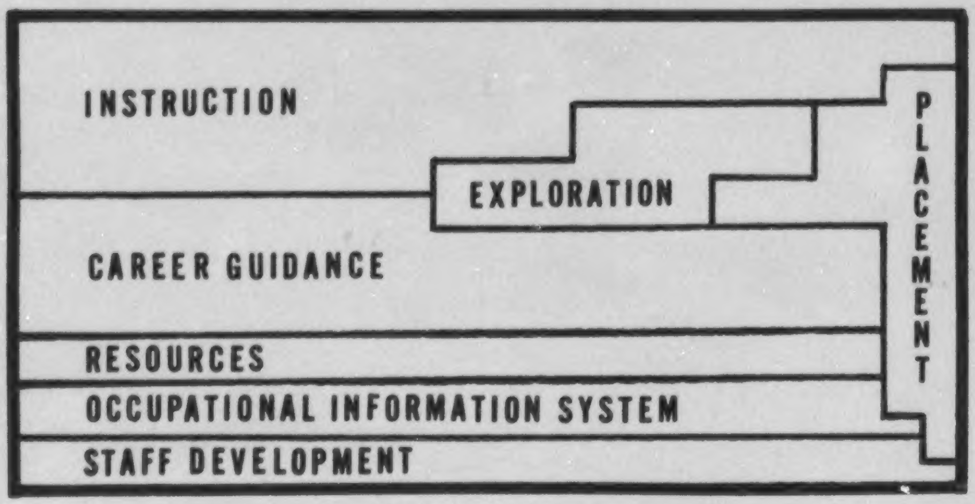
Model delivery systems

Throughout the Career Education effort in Michigan, as well as in other states, school districts have experimented with methods of helping students reach Career Education outcomes. While these methods vary dramatically and include in- and out-of-school activities, information systems, simulation, work experiences and others, all can generally be considered delivery systems. The task facing Michigan educators as they develop Career Education programs (or delivery systems), is to think analytically and creatively about known and new ways of reaching the Career Education outcomes their districts have identified or adopted.

Fortunately, the experience of pioneering schools in Michigan has provided many sound directions for the development of Career Education delivery systems. It is the purpose of this section to present model delivery systems which schools may find helpful as they develop their own plans and program. The model is designed to help students reach those goals and objectives adopted by the Career Education Advisory Commission and the State Board of Education. Act 97 of the Public Acts of 1974 required the State Career Education Advisory Commission to explore the Career Education concept and recommend appropriate goals and objectives to the State Board of Education. The State Board subsequently adopted the recommendations. While the delivery systems to be designed by the local education agencies will differ greatly according to local conditions, there should be significant similarity of student outcomes.

The delivery system suggestions presented in the remaining parts of this section are intended to aid districts as they develop their own Career Education programs.

Much energy has been spent attempting to find Career Education demonstration schools. Even though most districts have not achieved recognition as Career Education demonstration sites because of their lack of a comprehensive program, large numbers of sites can be identified which are demonstrating some aspect(s) of Career Education. Few, if any, schools in the nation have succeeded or progressed to the point where they have what they accept as a complete program. In Michigan, prime importance is being placed on developing comprehensive programs rather than "over-developing" some parts of a total program. Consistent with this position, much thought has been given to the components of a total program, and especially, to their inter-relationships. Figure 1 graphically presents these major components.

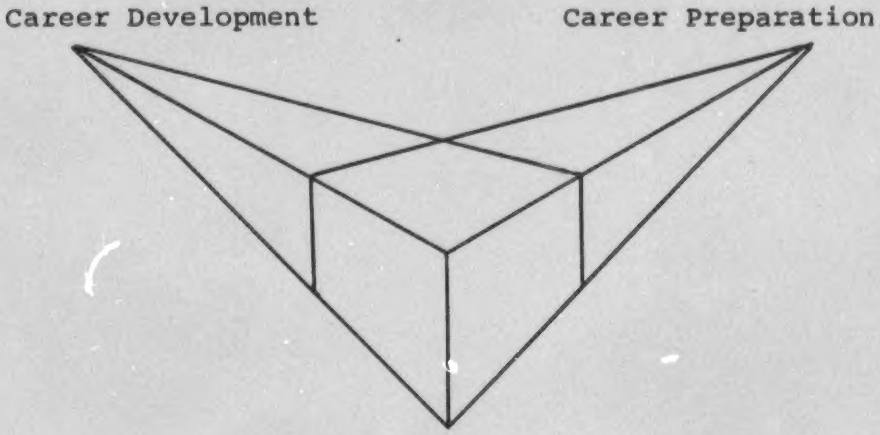


The remainder of this booklet overviews each of these components of the comprehensive program. In addition, it attempts to orient and inform the reader regarding additional resources which have been developed or are being developed to aid in the development and installation of each program component.

INSTRUCTION

The core of the school program, as it exists and as it is envisioned, is the instructional program. As one may deduce from the Michigan Career Education model (Figure 2), the major concern of the existing instructional program is career preparation--that is, helping students acquire the skills, knowledge and attitudes they will need to perform their life roles. A continuing goal of any Career Education effort should be to improve the effectiveness of the existing curriculum in realizing its traditional goals and objectives; but Career Education means more in regard to instruction than curriculum improvement. Career Education, as Figure 2 indicates, also includes new content, which is called "career development." The instructional program possesses considerable potential for aiding in the delivery of this new content. In fact, the single most important delivery system for Career Education is the instructional program. School districts are encouraged to take actions necessary to insure that their instructional programs become effective delivery systems for both career preparation and career development content. The suggested techniques by which this is done have become known as the "infusion process."

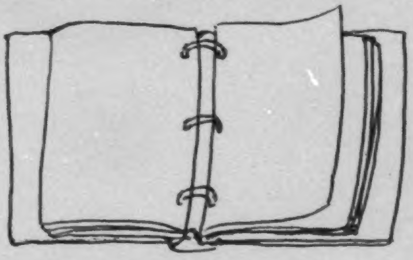
Fig. 2



AN INTEGRATED APPROACH

This process places the teacher in the role of curriculum developer. Teachers, given skills necessary to identify opportunities for integration of existing subject matter and career development outcomes, develop their daily instructional plans to reach outcomes in both areas--career preparation and career development. Key factors in the successful implementation of this process are the quality of the in-service program designed to do it and the quality and quantity of resources available to teachers as they learn and apply infusion skills.

To assist districts as they plan in-service programs and then plan and conduct workshops for this purpose, a group of Michigan educators has assembled a set of workshop materials. These materials have been shown to be useful through extensive pilot studies and field testing in diverse settings throughout the state.



The major component of these materials, a workshop handbook, includes most of the materials necessary for a workshop team to plan and conduct workshops related to the infusion process. Special booklets for teachers and counselors called "Infusion Handbooks," provide step-by-step instructions in applying the infusion process. Included in the workshop handbook, these booklets are also available separately for use by workshop participants. Additional materials such as "Examining Career Education" and "Personal Goal Setting" are useful aids in introducing people to the concept of Career Education and in encouraging participants to implement their newly acquired infusion skills.

The participant in a Career Education workshop where infusion skills are being taught and applied will benefit from two additional aids:

The Career Education Resource Guide and the Ideas for Activities manuals.

The Career Education Resource Guide is an extensive listing of commercially produced instructional and counseling aids. Each item included in the listing contains information about its source, price, and strong and weak points. All of the listings are arranged according to grade level, subject matter and career development goal area. The task of maintaining this guide is a continuous one, since new materials become available almost daily. As a result, new editions of the Resource Guide may become available from time to time.

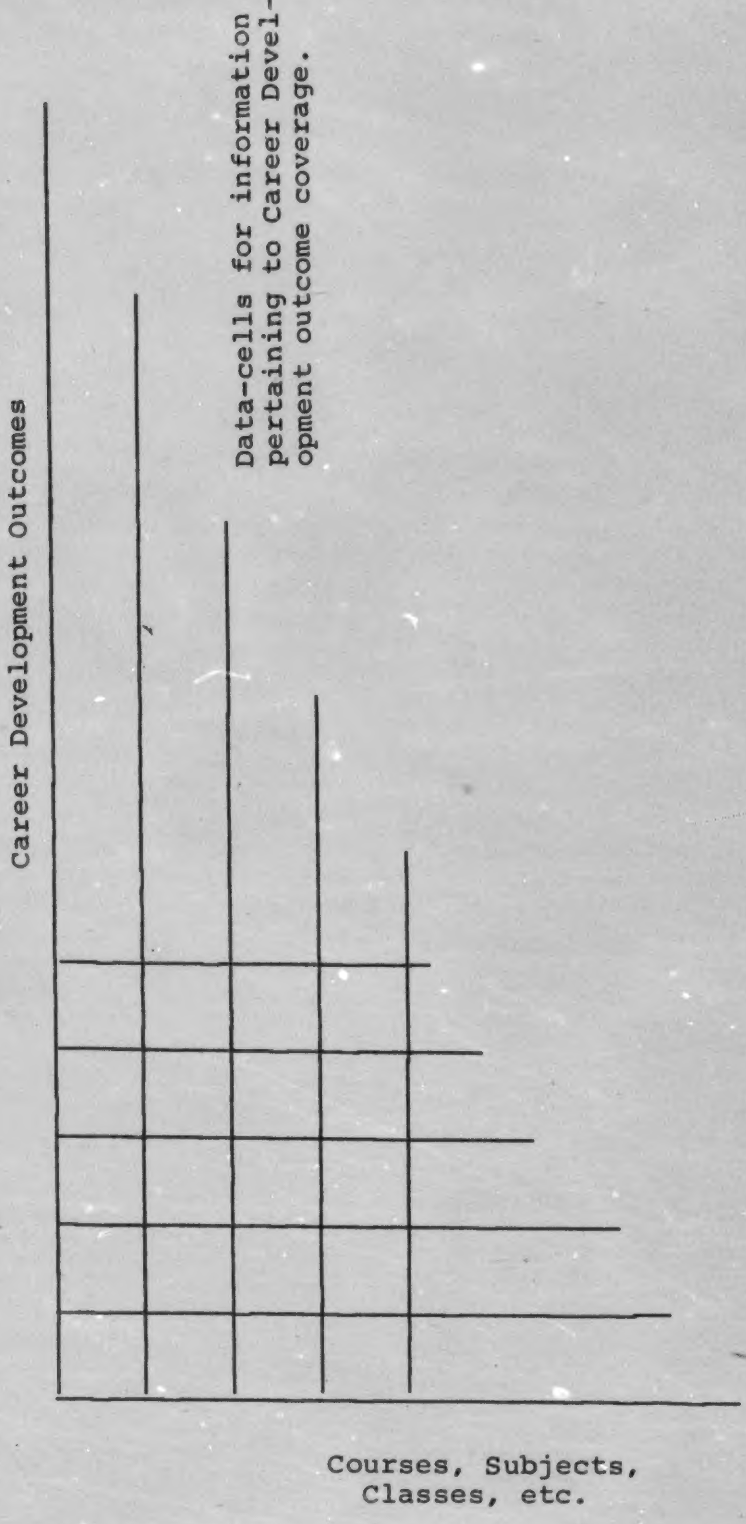
The Ideas for Activities manuals contain large numbers of ideas for teachers and counselors arranged according to their subject matter and career development outcomes. Teachers and counselors, participating in a workshop or applying their infusion skills, can use these manuals to plan their activities from the sound basis of the experience of many Career Education teachers and counselors reflected in this "Idea Book".

CURRICULUM MANAGEMENT

Successful implementation of the infusion process requires the introduction of a curriculum management system in order to assure an articulated career development program. Such a system can become quite complex, but only a simple system is absolutely essential. One approach recommended by Career Education practitioners is to allow teachers and counselors considerable flexibility as they apply their infusion skills, asking only that they indicate what career development outcomes they are addressing. As more and more career development outcomes are addressed, more direction to teachers' and counselors' infusion activities becomes desirable. One way this direction can be achieved is to involve the Career Education steering committee or coordinator as the record keeper.

Using a matrix such as the example following to keep the record provides a visual check of the coverage a district or school is providing. As progress is made, and more and more infusion is accomplished, efforts can be initiated to channel the new infusion efforts of teachers and counselors into the areas of greatest need as shown on the matrix.

CURRICULUM MANAGEMENT MATRIX


Career Development Outcomes
Data-cells for information pertaining to Career Development outcome coverage.
Courses, Subjects, Classes, etc.

Obviously, there is much potential for expanding the curriculum management system until, ideally, at some point records are available which indicate the progress of specific students. Districts or schools are encouraged to design an effective and practical system for their own situation, given their resources. One important expansion of this system is to record the results of delivery systems other than the infusion process. An example would be the exploration program as described in the next paragraphs. In this way, the matrix, or whatever techniques are used, becomes a valuable aid in building a comprehensive and well coordinated Career Education program.

CAREER EXPLORATION

One outcome of a thoughtful analysis of the infusion process is a realization that not all career development outcomes can be reached in an instructional setting where conventional subject matter is the primary target. That is, the infusion process cannot be expected to do the whole job of delivering career development content. The underlying cause for this apparent shortcoming lies with the nature of one aspect of career development: exploration. Exploration, as a foundation for viable decision making, has long been known to involve substantial experience-gaining activities. The need for acquisition of experiences cannot be eliminated or even reduced greatly by the addition of information alone.

Unfortunately, as we as program planners design career exploration activities around the myriad of realities and barriers, we often find ourselves with a program which provides vast quantities of information to students and relatively little or no significant experiences. There is no reason to expect such a program to succeed in its charge to provide a sound basis for decision making unless the real experiences delivered to students are substantial and appropriate to their interests.

In response to this challenging problem, research and development efforts are underway in the state to develop and test an exploration program design. These efforts have progressed sufficiently to allow the development of exploration guidelines. Subsequent efforts to develop sample programs and materials and processes to aid in the implementation of the program are now underway. The exploration guidelines are included in this section of the Handbook for Implementation.

Not even the most enthusiastic supporters of Career Education believe that career development content is totally new to the educational system. Some teachers and many counselors have been actively engaged with career development as a part of their everyday actions. With the growth of the Career Education movement, the efforts of these counselors are being recognized as the basis for a Career Guidance program. To expand the career guidance activities presently found in the school into a career guidance program which reaches all students, role changes are required. The counselor must restate his or her case for shedding inappropriate duties and prepare to assume a more active responsibility for helping students reach specified outcomes.

The counselor who is a part of a career guidance team will find his or her duties including much more contact with: 1) groups of students, 2) teachers, and 3) the community. The amount of time spent in individual counseling is likely to require a supplement of group work directly with students or indirectly through teachers.

New strategies or programs which are likely to become a part of the school system as Career Education grows will probably rely on the development of a team of teachers and counselors. The exploration program, for example, probably cannot succeed without the assistance and participation of counselors. The counselor's role in such a program can extend beyond the traditional role of helping students develop decisions and plans. It can extend into the curriculum itself until teachers and counselors consider themselves equal teammates facing the task at hand. Similarly, the infusion process can benefit from the advice and participation of counselors with teachers.

Planning role changes and successfully gaining acceptance of the changes by teachers, students, administrators, parents and counselors, themselves, requires that current knowledge and skills in effecting change be applied to the task. To aid in this task, a Process Guide for Career Guidance is being developed by the Department of Education in consultation with a large group of Michigan Educators.

PLACEMENT

Preparing for and establishing life roles is the major focus of Career Education. As a result, much energy is devoted to the development of delivery systems to reach Career Education goals identified to describe this focus. Without a successful effort to help individuals prepare for and effect a transition from school to the non-school community, much of the prior effort may go unused. Placement programs have as their purpose to provide preparation for and assistance in making the transition from school to non-school life. During the past several years much has been learned about effective placement programs. The bulk of this knowledge is presented in the booklet "Placement Guidelines," which is a part of this section of the Handbook for Implementation.

Occupational Information System

There is a clear need for current regionalized occupational information in the school system as Career Education is growing. Presently in Michigan, the VIEW (Vital Information for Education and Work) and ICPD (Instant Career Program Directory) systems are available to serve this need.

VIEW is essentially a career information acquisition and dissemination system providing pertinent regional information to users (teachers, counselors, students and others) via a microfiche system. All VIEW documents are filmed and distributed in microfiche form (24 to 1 ratio).

The obligation of schools wishing to utilize the VIEW system during the 1975-76 school year will be to provide their own microfiche readers and/or reader printers, as well as designate and provide a building VIEW implementor for a 3-hour in-service training program conducted by members of the VIEW staff.

For more information, districts should contact:

VIEW/Career Development Unit
Michigan Department of Education
Box 928
Lansing, Michigan 48904
(517) 373-3370

ICPD is a service to school youth and adults which provides enrollment data on post-secondary programs in Michigan community colleges. The user dials a toll-free number and finds out which programs are available, where they are located, and general information about the college. The college follows up within five working days with specific information on programs of interest and admission materials.

An enlarged and more extensive occupational information system is now under development in the Michigan Department of Education, which will greatly increase the capability of the ICPD and VIEW systems. As this system grows, the Michigan Department of Education will inform local schools and other users about the occupational information services which will be available. Services which are planned include guidelines for operating OIS (Occupational Information Systems) at the local level, exploration materials, and an optional computer-assisted career exploration program. Contacts for information should be made to the above address.

The development of Career Education, as is the case with most any educational innovation, relies heavily on high quality in-service efforts. The staff of a district represent the single greatest source for their own development. The effects of peers on each other has long been known to be a major cause of change or improvement. With careful planning, strategies to develop programs can be implemented which capitalize on peer relationships as a major instrument of staff growth. The suggested organization, that is, steering committees and local coordinators, is felt to be an effective technique of causing general staff growth.

Many times, however, it is desirable to bring in new help. The universities are a valuable and frequent source for this assistance. To increase the capability of university people to provide assistance to local schools, the Department of Education has been working with a consortium of teacher education institutions in Michigan. The Career Education Consortium, as it is called, has been active in developing and delivering in-service programs for districts throughout the state.* For more information please contact any of the following:

CENTRAL MICHIGAN UNIV.
Mt. Pleasant, Mich. 48859
(517) 774-3208

EASTERN MICHIGAN UNIV.
Ypsilanti, Mich. 48197
(313) 487-3270

FERRIS STATE COLLEGE
Big Rapids, Mich. 49307
(616) 796-9971

MICHIGAN STATE UNIV.
East Lansing, Mich. 48824
(517) 355-9606

NORTHERN MICHIGAN UNIV.
Marquette, Mich. 49855
(906) 227-2400

UNIVERSITY OF MICHIGAN
Ann Arbor, Mich. 48104
(313) 764-8424

WAYNE STATE UNIV.
Detroit, Mich. 48202
(313) 577-1664

WESTERN MICHIGAN UNIV.
Kalamazoo, Mich. 49001
(616) 383-1690

Additional information can be obtained from: Robert Weishan, Educational Consultant, Personnel Development Unit, Michigan Department of Education, Lansing, Michigan 48904, (517) 373-8626.

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* Plans are underway to expand this participation to other institutions. As this is done, additional contact information will be provided.

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

PROGRAM DEVELOPMENT

EXPLORATION GUIDE

FOREWORD

This handbook is designed to be an introduction to a larger collection of materials on Career Education which are available through the Michigan Department of Education. For districts which have not yet developed their plans for Career Education, as well as for those that are already immersed in initial planning or experimental implementation, this handbook is offered as a "do-it-yourself" suggestion book. It is planned as a practical guide to finding your own answers to the needs of your district--to present some possible ways of going about an undertaking that is immense in scope, but as capable of variation as the diversity of Michigan districts demands.

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Deserving of special recognition are 1) those individuals at Michigan State University, Bay-Arenac Intermediate School District, Wayne County Intermediate School District, and the seven participating local schools of the Exploration Project, and 2) those individuals who continue to pioneer the state of the art in the other exploration projects within the State.

The Kent Intermediate School District has provided coordinating services for the handbook development.

EXPLORATION GUIDE

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PART A: AN INTRODUCTION TO CAREER EXPLORATION

What it is

Career Exploration is a program which cuts across subject area boundaries of Career Preparation and Career Development, as specified in the Michigan model for Career Education. It may occur as part of regular, existing classes, as new and specialized courses or a combination of both.

It gives students an opportunity to carry their exploration of various life roles out of the classroom into the life of the community. It provides direct community experiences which complement their classroom learning experiences.

Career Exploration is a vehicle through which teachers can help students gain insight into the relationships between the knowledge and skills they study and the knowledge and skills required for their intended present and future life roles.

It is the utilization of community resources as an integral part of the instructional process, an essential element of comprehensive Career Education.

Why it is necessary

If we accept the theory that students are goal-oriented--that is, that they want to see a reason, a long- or short-term goal for anything they undertake--we believe that they will work better in a "career-oriented" curriculum. This curriculum is one in which students will be conscious of the implications of the learning activity on their present or future life roles. It is also one in which the career-oriented learning activity involves a realistic application of the skills they are learning to these present or future life roles. In the Career Exploration program they have opportunities to practice these skills in real-life situations.

We believe that students learn best from specific experiences from which they can generalize. By providing these specific experiences, Career Exploration gives students new information on which to make effective decisions about their life roles. These life role experiences may be both simulated and direct, but they must involve more than paper, pencils and books if they are to provide the basis for valid judgments. Too much of the existing Career Education effort is probably involved with information rather than experience, producing youth who are "knowledge rich and experience poor."

Career Exploration is also a means of taking advantage of the vast reservoir of community resources which should play a part in the education of our youth. For too long the potential of most of the community has been ignored or forgotten.

Every community can offer resources to give students experiences with most of the major life roles: occupational, family, citizen and leisure, even though some are much more limited than others. Our conception of community resources must become much broader in scope than the few traditional industries or civic activities which have been visited by classes in the past.

Although Career Exploration in some form takes place almost continuously between kindergarten and adulthood, a formalized emphasis on exploration should begin in middle school and continue through high school. At the beginning of the middle grades, when career and self awareness and assessment, decision-making, communication and information-seeking skills have been acquired, the Career Exploration program takes the student to situations in the classroom and the community to learn about various life roles firsthand. The knowledge students gain through these experiences forms the basis for their career decisions and career planning. Their tentative decisions related to life roles are then further explored and implemented through school and community experiences during the high school years. Thus the comprehensive exploration of various occupational clusters and other life roles leads to successful placement in high school--in both coursework and community experience--and after graduation.

Two powerful concepts are embodied in Career Exploration: education through experience and community participation.

In earlier times young people growing to adulthood learned about various life roles from family and community sources. Today many adults work, not only away from home, but even away from the residential communities where their children are growing up. Consequently today's children have little, if any, chance to learn through direct involvement and experience. Their dominant environment is either the school or the informal society of their peers.

Career exploration can help fill this void by providing opportunities for learning through experience. As a major component of exploration, the direct experience approach can supplement learning from books and more passive processes so that each will mutually reinforce the other.

The building of an effective exploratory program, therefore, requires coordination with community agencies, industry and business, so that: (1) experiences can be developed and (2) the purposes of the experiences and the responsibilities inherent in these experiences are well understood by students, educators and community members. Organizing the necessary school and community experiences can result in a better mutual understanding of the needs, purposes and feelings of both community and school people.

Expected outcomes of Career Exploration

As schools move into the implementation of Career Exploration, certain outcomes which are consistent with the Goals and Performance Indicators of Career Development[1] should be expected to occur. Among these are the following:

Students will:

1. Learn that basic skills taught in the classroom are both applicable and essential to the careers for which they are preparing.

2. Acquire information about personal characteristics of self and others.

3. Recognize self development as a life-long process

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[1] Reference Guide of Goals and Performance Indicators for Career Development, Michigan Department of Education: 1974

4. Understand individual and group aspects of behavior.

5. Acquire and apply interpersonal skills.

6. Recognize educational alternatives and their applications.

7. Identify and explore alternative occupational roles and settings.

8. Identify and explore alternative leisure roles and settings.

9. Identify and explore alternative family roles and settings.

10. Identify and explore alternative citizen roles and settings.

11. Interact with the community as learners and contributing members.*

12. Understand the nature of decision making.

13. Develop skills in the decision-making process.

14. Acquire skill in identifying and evaluating options based on self assessment.

15. Participate in career planning.

16. Acquire knowledge and skills necessary to implement career plans.

17. Develop skills in monitoring progress on career plans.

18. Modify career plans to maintain consistency with changing career goals.

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* This outcome does not appear in the current version of the Reference Guide. It is however, felt to be worthy of direct attention, so it is included here. In the future, it may be included in the Reference Guide.

The charge for the school system is, of course, to plan and deliver experiences to students which will result in achievement of these outcomes. From experience, we know that one essential step will be to be to become more specific about these outcomes. The Reference Guide, available from the Department of Education, takes us a substantial distance toward this objective. Experience has also enabled us to identify several additional goals for the school system which, when met, will facilitate the exploration program. They are:

The schools will:

1. Promote, identify and coordinate the use of community resources when planning and delivering learning experiences.

2. Provide direction and assistance to students as they attempt to put their career plans into action during school and upon exiting from the school system.

3. Prepare staff to accept the development, exploration and implementation by students of their individual career plans as an important part of each one's responsibility.

PART B: THE CAREER EXPLORATION PROGRAM

This section presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. Schools are encouraged to use this model as they plan, develop and try out their exploration programs. They are also cautioned that this model is not a proven practice, and as testing and development continues, changes in the model may become necessary.

Sequence of program

The Career Exploration program model is planned around three overlapping stages of development, which will be described in the following order:

I. Preliminary stage (Role awareness)

- Self awareness and assessment
- Career awareness and assessment
- Decision-making skills
- Communication skills
- Information-seeking skills

II. Experience stage (Role identification and exploration)

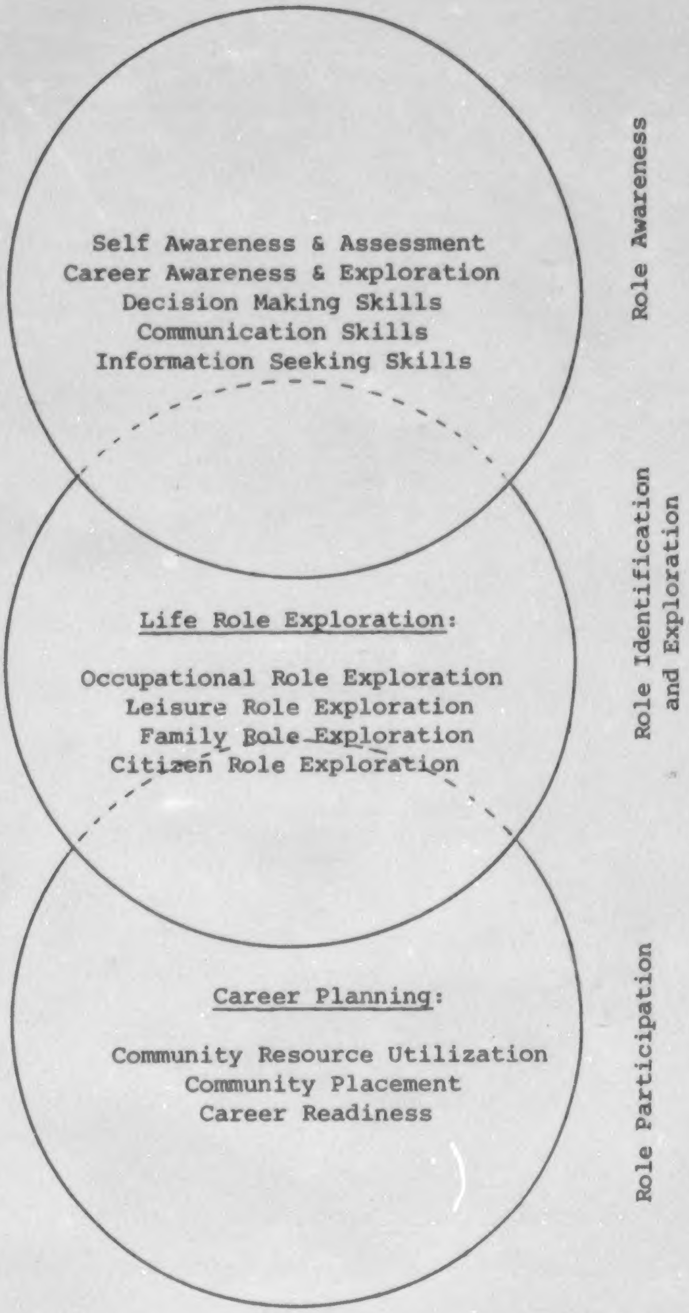
- Information on major life role areas
- Transition from classroom approach to experience approach
- Hands-on experiences

III. Planning stage (Role participation)

- Career Planning
  - Goal development
  - Identification and selection of alternative paths
  - Community resources utilization
  - Community placement
  - Career readiness

The above stages are pictured in Figure 1, following.

CAREER EXPLORATION PROCESS



Self Awareness & Assessment
Career Awareness & Exploration
Decision Making Skills
Communication Skills
Information Seeking Skills

Life Role Exploration:

Occupational Role Exploration
Leisure Role Exploration
Family Role Exploration
Citizen Role Exploration

Career Planning:

Community Resource Utilization
Community Placement
Career Readiness

Role Awareness
Role Identification and Exploration
Role Participation

GOAL IMPLEMENTATION

I. PRELIMINARY STAGE

Awareness and assessment in both the self and career areas is a continuing, dynamic process. During the elementary and early middle school years children will have experienced the elements of career development through the infusion system. The components of self awareness, career awareness, life role options awareness and values awareness, and the necessary skills for communication, information seeking and decision making will be taught within the structure of the existing curriculum. Career development will be infused, or integrated, into reading or arithmetic, for example, through a change in approach to how it is taught--not as a substitution of one subject for another.

Generally, the transition from infused curriculum as the sole Career Education program to a Career Exploration program which complements the continuing infusion of career development occurs between elementary and middle or junior high schools. However, it must be recognized that some students may be ready for exploration earlier than grades 6 or 7 and some much later. Figure 2 indicates the continua between no knowledge or skills and complete understanding or skills on which any student might be found at any given point in his or her education. Although the components described are desirable prerequisites to the exploration program, it cannot be expected that students will have progressed through the entire continuum by the time exploration begins.

Fig. 2

STAGE I COMPONENTS

no self knowledge	self awareness and assessment	self understanding
no career knowledge	career awareness and assessment	useable career knowledge
dependence	decision making	independence
no skill	communication skills	useable communication skills
no skill	information-seeking skills	useable information-seeking skills

Each component of Stage I may be thought of as a continuous process, in which students update, adapt and integrate what they have learned about themselves or their life roles. As new things are learned, that information is processed and integrated into a new self assessment. All of the Stage I components are important as basic preparation for exploration of the major life roles.

In the preliminary stage of Career Exploration, students, with teachers and counselors, should evaluate their knowledge and understanding on each of the components shown in Figure 2. At this time, additional activities, individual studies or classroom units might be needed to enlarge or refine these basic understandings in order to make best use of Stage II, the experience stage. Upon installation of the Preliminary Stage, a transition will have been made from the infusion process as the sole Career Education delivery system, to the initiation of Career Exploration as a separate system which complements the continuing infusion throughout the remaining school years.

Once the student has achieved reasonable awareness and assessment of self and careers, steps must be taken to prepare for exploration into various potential career options.

An introduction to exploration might include discussions of such questions as Why explore? What is a career? What are my opportunities? How will I know what I have done?

Learning about what a career is might include experiences to explore how people spend time. It would point out that people do some things they like to do, they do things they don't like to do, and they tend to do things they can do well. People engaged in a range of job, leisure, family and citizen activities may be asked about how they spend their time and whether or not they like what they do.

In the beginning activities in the Experience Stage would be limited to role playing or simulated experiences, which would help build student confidence for actual experience in real-life situations.

Work role experiences

A study of opportunities should lead to active but brief experiences in a wide variety of work roles. Experiences should be selected according to a clustering system so as to represent a wide range of occupational groups,[1] and a series of experiences, both in-school and out, should be developed in each of 12-15 clusters. The groups of experiences should allow students to experience either first or second hand a range of occupational opportunities within the cluster and to explore the relationships among clusters. Several important work factors should be used to guide development of the experiences: work duties and responsibilities, work relationships, work environments, work skills. The emphasis should be on broadening, not narrowing. Students should continually be stretched to see new opportunities.

The experiences should be spread throughout the curriculum so that students can experience widely and so that all faculty become involved in this section. This may be accomplished by assigning certain clusters to certain subject areas. Experiences should be designed to reinforce subject area skills as the skills are required by students to participate in the experience.

Experience in other life roles

What are my opportunities? includes not only work roles, but also family, citizen and leisure type roles. Students will come to understand that certain types of work are done by different people for different reasons: Painting a room is part of home and family responsibilities for a homeowner, but it is a job for a painter; child care is a family responsibility for a parent, but a job for a child care worker. Community experiences should be provided to give students a sound understanding of family, leisure and citizenship roles as well as work opportunities.

In this way the Experience Stage provides a better base of information through experience in each of the four major life roles, it makes the transition from the classroom approach to experiences that model the outside world, and it permits actual "hands on" experience in selected areas of the outside world.

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[1] A commonly used system is the 15 occupational clusters identified by the U. S. Office of Education

The question How will I know what I have done? may be answered by helping students think about and record the experiences they have had in the past, as the beginning of a continuing recording system for Career Exploration. Individual students' records will be essential for a coordinated program of exploration throughout a student's school career.

The Planning Stage is the third major part of the exploration model. In the planning stage the student will have opportunities to set goals and generate plans to reach them. While some of these goals may be related to school or personal matters, they should also involve initial and tentative decisions about life roles, especially occupational interests. It is important, therefore, that this stage of exploration make use of and continue the expansion of preceding experiences from Stages I and II as a basis for rational choices.

While processing and integrating previous experiences students can gain additional understanding by exploring through existing school classes and in the community. Courses that are exploratory in nature allow individuals to try occupational and other roles with great intensity. For example, drama classes put students into performing arts roles; industrial arts classes, into some industrial roles; journalism classes, into research roles. Courses that afford good opportunities for in-depth exploration should be identified and utilized.

Students should have the opportunity to utilize the community to learn about life and work roles which cannot be included in the school curriculum. A portion of their school experiences should be spent in the community in such activities as internships, group observation, and actual work experience.

To this end, they should be shown a full range of community resources and introduced to their use through active experiences. Besides business, industry and labor resources, they may learn about professional careers, social agencies, child care, homemaking, religious institutions, governmental bodies and services, recreational activities or local politics. Community organizations like the Chamber of Commerce may in many cases assist with arrangements to make such exploration possible. Although many community contacts will be arranged for students as part of the Career Exploration curriculum, it is also important that students learn how to recognize and use community resources to meet personal needs both during school and throughout their lives.

Career readiness

Students preparing to implement career plans should take the initiative to acquire the skills needed to accomplish their goals. In addition to the specific knowledge and skills required for the chosen occupation, the individual may realize the need for communication skills in seeking a job or acquiring experience. These may include letter writing, speaking, listening, interviewing or even personal grooming. Such skills may even be needed in order to arrange experiences in the community for the exploration of life roles.

The role of the school is to assist the student in any way possible to carry career plans to fruition, however much they may change in the process. The help may come through coordinating access to community resources, assisting with courses and curriculum selection, allowing credit for career planning or providing individual and group counseling.

Placement as a tool and as a culmination

Placement of students in school and community environments which facilitate the accomplishment of their goals is an important function of the school. Placement is a means to reaching career goals. But to the school, placement is also a final evaluation of how well, in my cases, it has done in preparing the individual for his or her future. The exploration program relies upon the placement function to provide the necessary community points of contact needed to help students create viable career plans and to prepare adequately for them. Similarly, the placement effort relies on an exploration program to ease its task of helping students make the transition from school to the next significant environment, whether it be a job, additional training and higher education, volunteer activities or other situations more suited to the individual's needs and desires.

PART C: IMPLEMENTING CAREER EXPLORATION

Prerequisites

Before a Career Exploration program can have effective implementation, certain conditions must exist in the schools and community. These prerequisites are essential to the success of the program.

A high level of commitment on the part of teachers and administrators will be one of the most important ingredients. A mutual agreement that experiential education is important provides the foundation for examining the total community for learning sites and situations which might be matched with student interest. If the cooperation of the community is to be obtained, administrators and teachers must demonstrate interest and support at all times.

School board commitment to exploration, based upon an awareness of the processes to be employed and desired outcomes, is a second prerequisite to effective implementation. As representatives of the community as well as persons with influence in the community, board members can play a strong supporting role in establishing community based exploration sites and interpreting the program to the community.

A third prerequisite is the willingness within community agencies, business, labor and industry to embark upon a program that will require time and a level of involvement which may not be initially understood by either the school or the community. Indications of the community's ability to respond to exploration can be secured through contacts with the chamber of commerce, unions, service clubs, citizen advisory groups and other organizations functioning in the community.

The fourth essential is the integration of the components of career development at all levels in the school. This prerequisite, which depends on the classroom teacher for implementation, may be made through the infusion process.

While Career Exploration programs, to become viable, must be adapted to local conditions, the model is based upon some considerations which should not be ignored when changes or alternatives are considered. To aid in the successful adaptation of the model, it is important to keep these considerations in mind. They are:

1. Exploration opportunity should be nearly comprehensive, covering all possible careers.

2. Exploration should prevent premature narrowing by providing breadth in each student's exploratory program.

3. After initial breadth, students should be able to narrow their exploration based upon their interests.

4. Exploration opportunity is essential in the grades 7-12.

5. One exploration program may not be able to meet the needs of every grade level of all types of schools.

6. An effective exploration program provides experience as well as information to the learner.

7. Exploration is for all students.

8. Exploration should take place in real settings and processes--the involvement of the community in the exploration delivery system provides the most direct source of real settings and processes.

9. Exploration should be guided by systematically made decisions by the student with the aid of teachers, counselors, administrators, and others such as parents, friends and other community members.

Some general cautions concerning the planning of Career Exploration programs have been offered as follows by experienced program developers:

1. Do not design a program that prematurely narrows options for students. Narrowing begins in Stage III.

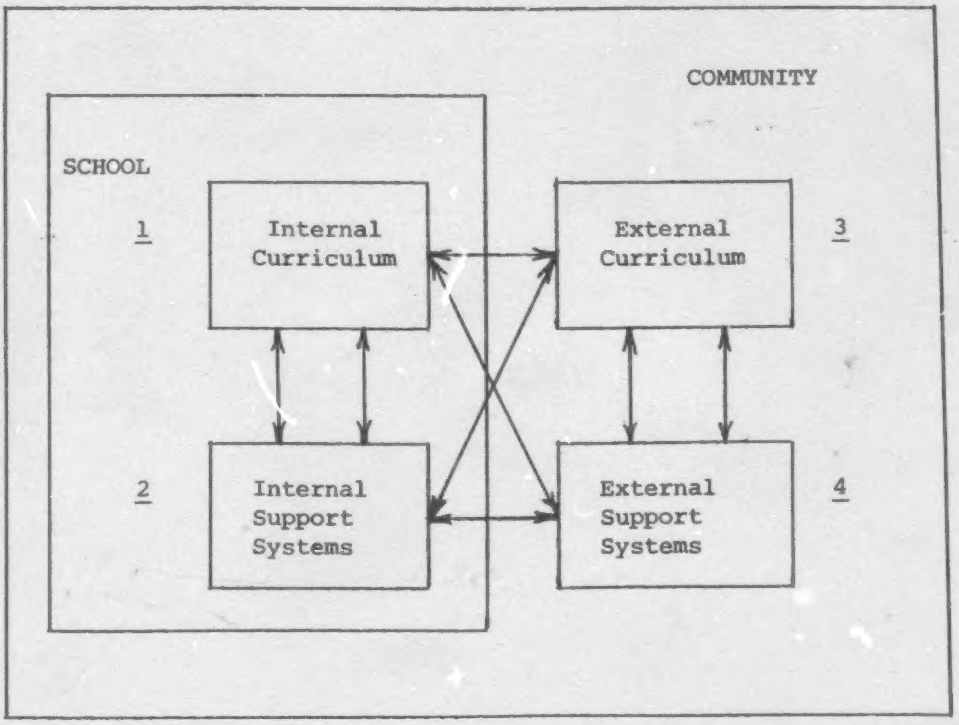
2. Do not attempt to force too much into a single experience, i.e., a high school exploration course.

3. Do not get away from an experience-based exploration by attempting to "teach" too much content. Content and skills should be taught as they are needed to participate in the experiences.

4. Do not design a program that isolates stages from each other, i.e., Stage I discrete from Stage II. Overlapping stages are essential to meeting individual differences in career development.

The school or district beginning to plan a Career Education curriculum will find the Michigan Career Exploration Model (Figure 3) includes four elements which may help to organize their thinking. These are (1) the internal curriculum within the school, (2) the internal support systems within the school, (3) the external curriculum based in the community, and (4) the external support systems of the community. Each of these will be defined below in relation to what they may include.

THE MICHIGAN CAREER EXPLORATION MODEL


COMMUNITY
SCHOOL
1
Internal Curriculum
External Curriculum
3
2
Internal Support Systems
External Support Systems
4

In organizing a Career Exploration curriculum, individual districts will make planning decisions based on their own needs and circumstances. The content of the four major elements may be approached in various ways to utilize existing personnel and resources most effectively. For example, for Stage I the elements listed under internal curriculum may be integrated into existing classes. In Stages II and III, these elements may need to be covered in a separate course, a series of courses, or a combination of new and existing courses, while the infusion process continues in other classes. Schools may also assess what is presently being taught in the various Career Exploration stages in relation to the following components of the internal curriculum, so that successful present activities may be woven into the pattern of the new curriculum.

1. Internal Curriculum

1. Internal Curriculum

   a. Self awareness
   b. Career awareness
   c. Career exploration
   d. Life role options awareness
   e. Communication skill building
   f. Values awareness
   g. Information-seeking skill building
   h. Decision-making skill building

2. Internal Support Systems

Support systems within the schools which can provide substantial backing for the instructional functions of Career Exploration may include the following elements and services:

2. Internal Support Systems

   a. Assessment techniques (e.g. aptitude measures, interest measures, self-concept scales). Assessment instruments such as OVIS and GATB might be considered appropriate.

   b. Group guidance techniques, employed to individualize and personalize exploratory activities.

c. Information systems, such as the Occupational Information System, to provide students with in-depth information on career areas of personal interest.

d. Community liaison, which can provide assistance as needed in placing students in appropriate exploration settings. Procedures need to be identified, and coordination of school activities in relation to use of community resources will be essential. Community agencies need to understand what to expect from the schools and what their roles in exploration will include.

e. A total guidance system is required.

These internal support system elements will be housed in the school and should be articulated with the other three components to support the total exploration effort.

The external curriculum comprises the total range of on-site, community experiences in which students participate as part of Career Exploration. These may be arranged for utilization in two main categories as listed below.

3. External Curriculum:

a. On-site structured experiences focusing on student-identified interests and goals and providing opportunities for examining tasks performed, life styles represented, individual worker background, etc. This may be known as "shadowing."

b. On-site, minimally structured experiences allowing a longer student-worker relationship, possibly from three days to one or two months' duration. This may be termed an "internship."

4.
External
Support
Systems

4. External Support Systems:

a. Input pertaining to resources available. Information needs to be collected on a broad range of resources. Local resource guides could be developed. Organization according to occupational clusters would be helpful. Help in identifying and contacting resources in the community may be available from:

Advisory committees
Unions
Service clubs
Chamber of Commerce
Governmental offices
Others

b. Establishment of procedures to spell out how students can be involved, what skills can be accomplished, and the specific relationship of involved agencies with the exploration program. Advisory committees may provide one avenue for making these determinations.

c. People resources for use as speakers or role models, or materials usable in the classroom.

Persons
responsible

Development of the Career Exploration curriculum will probably succeed best if it involves the joint responsibility of various groups rather than becoming the program of any given department. Among those who might participate in the planning are the following:

a. Program developers (probably a subcommittee of the Career Education Steering Committee)

b. Instructional staff members

c. Guidance staff members

d. Career Education coordinator

e. Representatives of vocational or other advisory committees.

Since Career Exploration will be in most cases a new program, requiring the cooperation of every department or category of school personnel and asking for extensive cooperation from members of the community, it is essential that representatives of all interested groups participate in planning the curriculum. It must be assumed that administrative support is present before planning can proceed, and the administration would probably be represented as members of the Steering Committee.

A flowchart of possible implementation steps for Career Exploration is on the following page (Figure 4). It may be helpful as a process guide for developing a Career Exploration program in a local school.

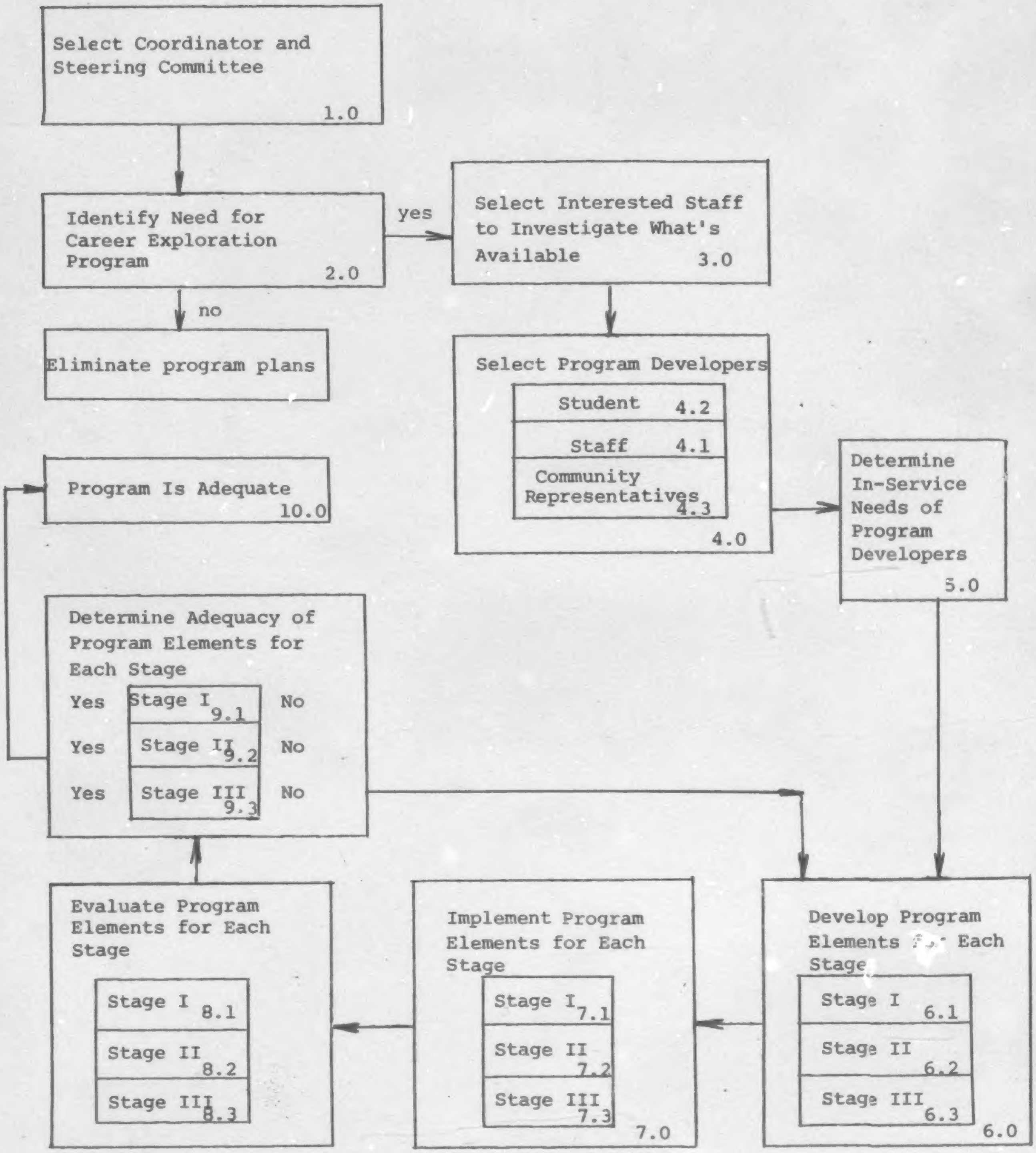

Select Coordinator and Steering Committee 1.0
Identify Need for Career Exploration Program 2.0
yes
Select Interested Staff to Investigate What's Available 3.0
no
Eliminate program plans
Select Program Developers
Student 4.2
Staff 4.1
Community Representatives 4.3
4.0
Program Is Adequate 10.0
Determine In-Service Needs of Program Developers 5.0
Determine Adequacy of Program Elements for Each Stage
Yes
Stage I 9.1
No
Yes
Stage II 9.2
No
Yes
Stage III 9.3
No
Evaluate Program Elements for Each Stage
Stage I 8.1
Stage II 8.2
Stage III 8.3
Implement Program Elements for Each Stage
Stage I 7.1
Stage II 7.2
Stage III 7.3
7.0
Develop Program Elements for Each Stage
Stage I 6.1
Stage II 6.2
Stage III 6.3
6.0

FIGURE 4: FLOWCHART OF POSSIBLE IMPLEMENTATION STEPS FOR CAREER EXPLORATION

Career Education and Career Exploration in particular will demand greater cooperation among instructional personnel than ever before. Those individuals who have a direct impact on students: teachers, counselors, administrators and community resource people, must work together if the total exploration program is to develop and operate effectively.

A program so complex, which involves both Career Preparation and Career Development aspects of the curriculum, is likely to encounter problems of management unless provision is made for efficient coordination. Planned coordination will be essential, both for the functioning and interaction of the four curriculum elements and for the planning of courses of study for the individual student.

An essential aspect of coordination will be the record keeping needed to assure every student a comprehensive Career Exploration program. One management tool which might be helpful is the Occupational Cluster-Subject Area Matrix shown as Figure 5. This master matrix, which shows the coverage of clusters by subject areas, could be used to monitor student experience and would show at a glance which clusters students have experienced and in which subject area field they were initiated. It can also be used by curriculum developers as a means of mapping progress in instructional unit development.

FIGURE 5: SUBJECT AREA/CLUSTERS CURRICULUM MANAGEMENT MATRIX

	SUBJECT AREAS								
CLUSTERS	Math	English	Social Studies	Science	Industrial	Physical Ed.	Home Economics	Special Courses	Other
1. Health									
2. Agri Business and Natural Resources									
3. Business and Office									
4. Public Service									
5. Communication and Media									
6. Hospitality & Recreation									
7. Manufacturing									
8. Marketing & Distribution									
9. Construction									
10. Personal Services									
11. Transportation									
12. Fine Arts & Humanities									
13. Environment									
14. Marine Science									
15. Consumer & Homemaking									

Depending upon the school's present orientation to Career Education, varying amounts of preparation will be required to develop an exploration program. Outlined below are some of the activities or processes which teachers, counselors, administrators, students and community cooperators may need to undertake in developing Career Exploration.

1. Assess present practices in the light of career development needs.

2. Assess pupil readiness for exploration, based on achievement of Stage I skills.

3. Assist in the assessment of student interests, aspirations and aptitudes.

4. Infuse cluster oriented information and experiences into the regular program.

5. Use cluster-related Career Exploration units in existing classes.

6. Acquire counseling and teaching skills and knowledge necessary to plan and conduct Career Exploration activities, including community familiarization, career development theory, and others.

7. Plan cooperatively with other school personnel and community members in curriculum design.

8. Become skillful in analyzing materials and community resources.

9. Become skillful in utilizing new materials that relate to appropriate clusters and/or utilizing appropriate resource people.

1. Test students for exploration readiness and interest areas.

2. Develop expertness in conducting group guidance sessions, whether within or outside regular classes.

3. Contact community supporters to explore community resources, organize procedures for obtaining community assistance, and develop systematic techniques for recruiting, training and coordinating community instructors.

For administrators

1. Facilitate the modifications necessary within the organization (grades, schedules, assignments) which will allow students to participate in exploratory experiences.
2. Establish policies which will allow faculty to analyze community resources, recruit community instructors, develop instructional materials, etc.
3. Become knowledgeable about Career Education and communicate the philosophy and program to the school board.
4. Encourage and facilitate faculty in-service directed toward cooperative efforts and curriculum development.

For community persons

1. Be willing to serve either as a resource person in the school or in a community site.
2. Provide technical assistance during curriculum development related to your field or experiences.
3. Assist in identifying and recruiting other community sites and individuals.
4. Assist in identifying and procuring appropriate instructional equipment and materials.

RESOURCE MATERIALS

There are many materials and people available to help in the development of an exploration program. One source for these resources is the Career Exploration research and development efforts of the Department of Education. These efforts, partly responsible for the material in this guide, are also charged with the responsibility of developing sample curriculum materials and other resources to aid in the dissemination and development of Career Exploration. Much progress has been made toward this end. There are many units already constructed which will become available through the department. A procedural guide is also under development. It is entitled "Designing and Using Simulations to Provide Career Exploration Opportunity." In the future, other guides will become available in the areas of using community resources and providing work experience opportunity.

As these efforts progress, many persons at major universities will be trained as consultants.* For more information on these consultants please contact:

CENTRAL MICHIGAN UNIV.
Mt. Pleasant, Mich. 48859
(517) 774-3208

EASTERN MICHIGAN UNIV.
Ypsilanti, Mich. 48197
(313) 487-3270

FERRIS STATE COLLEGE
Big Rapids, Mich. 49307
(616) 796-9971

MICHIGAN STATE UNIV.
East Lansing, Mich. 48824
(517) 355-9606

NORTHERN MICHIGAN UNIV.
Marquette, Mich. 49855
(906) 227-2400

UNIVERSITY OF MICHIGAN
Ann Arbor, Mich. 48104
(313) 764-8424

WAYNE STATE UNIV.
Detroit, Mich. 48202
(313) 577-1664

WESTERN MICHIGAN UNIV.
Kalamazoo, Mich. 49001
(616) 383-1690

Additional information can be obtained from: Robert Weishan, Educational Consultant, Personnel Development Unit, Michigan Department of Education, Lansing, Michigan 48904, (517) 373-8626.

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* Plans are underway to expand this participation to other institutions. As this is done, additional contact information will be provided.

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

PROGRAM DEVELOPMENT

PLACEMENT GUIDE

FOREWORD

This guide to the establishment and operation of a school-based placement program is designed to serve as a component of the Program Development Section of the Career Education Handbook for Implementation. It may also be detached from the Handbook and viewed on its own by anyone primarily interested in planning and implementing school-based placement services. The guide is not intended to be an exhaustive list of all possible approaches to providing placement services or to designate any one approach as universally desirable. It is designed to be of practical assistance to the user in building a placement program that will effectively meet the needs of a particular situation.

The majority of students exiting from school are looking for employment. Since most schools are already better equipped to help the student continue his or her education than to help in finding employment, the main challenge in providing school-based placement services is in the area of job placement. In response to this, the main thrust of this placement guide will be in the direction of employment. However, this should not be interpreted as limiting school-based placement services to job placement. To be truly effective, a school-based placement program must coordinate placement efforts to serve the needs of all students.

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PLACEMENT GUIDE

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INTRODUCTION

WHY SCHOOL-BASED PLACEMENT?

Earlier methods by which young persons found their roles in society are no longer working satisfactorily in today's complex society. Youth unemployment rates are unacceptably high, and there is growing dissatisfaction with the consequent waste of valuable human resources.

Legislators, educators, manpower planners, students, businessmen and labor leaders recognize that schools can do more than prepare young persons for their future careers. In addition, they can actively assist students in implementing their career goals. This is especially true in the area of finding and retaining jobs.

For these reasons, the National Advisory Council for Vocational Education recommended in its third report that "every secondary school should be an employment agency." The report further observed that a school in which getting a job is part of the curriculum is more likely to have students who understand why reading and math make a difference than a school which regards employment as someone else's business.

The concept of Career Education in Michigan holds that one of the principal components of career development is career planning and placement, that part of the educational process designed to help students develop and implement systematic programs to reach their career goals.

A school-based placement program is an important step in building effective Career Education to the benefit of students, schools, and the community.

AN OVERVIEW OF SCHOOL-BASED PLACEMENT SERVICES

WHAT ARE SCHOOL-BASED PLACEMENT SERVICES?

School-based placement services cover the entire range of assistance offered by a school to help the student develop and implement his or her career plan. These services help students to choose and successfully reach placement goals consistent with their aptitudes, interests and abilities.

The goals can be choices or combinations of choices in employment (full-time, part-time, permanent and temporary), the military or continued education.

Initial job placement may not, in itself, be sufficient. Retention and upward mobility are important dimensions of successful placement services. Comprehensive placement activity will result in some youths' being employed while still in school. In addition to enabling students to continue their education, summer employment and part-time employment during school can be valuable learning experiences.

The final measure of the success of school-based placement is the satisfaction of students that these services did, indeed, enable them to meet their immediate career aspirations and/or represent the best choice, given available alternatives.

Building systematic placement programs to help students reach their career goals is not the responsibility of one person or one institution alone. If it is to be done successfully, it must involve the cooperation and effort of the total community.

Obviously, those involved would include:

- Students
- Parents
- Educators
- Employers
- Labor unions
- Professional associations
- Community groups
- School board members
- Advisory committees
- Government agencies
- Legislators
- Placement agencies

HOW DOES THE PLACEMENT SERVICE BENEFIT A SCHOOL?

An efficient and effective placement program will help the school create a more meaningful environment for students and staff through:

- Building identification with student career goals,
- Strengthening ties between education and career goals,
- Providing information on curriculum strength and weakness,
- Bridging the gap between school and employment,
- Helping in career decision-making and career planning.

WHAT IS ALREADY BEING DONE?

Recent pilot placement projects operating in comprehensive high schools, area vocational centers and community colleges have demonstrated that school-based programs which systematically focus on placement can effectively help students find and enter adult work roles.

Area placement programs that coordinate and support the placement activities of local schools and other community agencies are demonstrating effective ways to deliver placement services within a given geographical area.

In accordance with existing Career Education legislation, the Department of Education, in cooperation with other agencies, is periodically compiling and making available to Career Education Planning Districts and Local Educational Agencies information pertaining to current and future job opportunities.

Occupational information delivery systems

Michigan has several occupational information delivery systems, ranging in sophistication from a microfiche-based occupational information retrieval system to computer-assisted, interactive career exploration systems. Among these are:

1. Vital Information for Education and Work (V.I.E.W.) Program

   This program, which is currently operating in a majority of Michigan's public secondary schools and community colleges, is a career information system which utilizes the medium of the microfiche.

2. The Instant Career Program Directory (I.C.P.D.) Project

   This program, presently operating on an experimental basis in Northern Michigan, uses a Wide Area Telephone Service (WATS) line delivery system to convey accurate and current enrollment information on post-secondary vocational and technical programs.

Plans have already been laid to incorporate these and other delivery systems in a comprehensive Michigan Occupational Information System.

WHERE DO YOU START?

The superintendent, or his designee, is the appropriate official for initiating action to plan and implement a school-based placement program.

First steps* in initiating such action might be to:

1. Secure the support of the Board of Education for initiating action;
2. Determine how the planning effort will be organized within the agency;
3. Choose a Placement Steering Committee representing educators, employers, labor unions and other community interests;
4. Assess placement needs and resources in the schools and the community;
5. Survey existing placement activity in the schools, the community and the surrounding area;
6. Analyze the information received through the assessment and survey;

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* For further information see:
Diagram I, page 10
Appendix A, page 25
Appendix B, page 30

7. Develop a plan based on local needs and resources;

8. Submit the plan for approval by the Board of Education; and

9. Promote the plan in the schools and in the community.

FACILITIES

The placement office should be located within the school and be easily accessible to students, school staff and employers. Appropriate space, materials and clerical support should be provided to accomplish placement tasks. Also essential are adequate provision for telephone communication and a travel budget to enable the placement office to develop and maintain necessary contact with employers and other placement agencies for purposes of referral and follow-up.

AVAILABILITY OF SERVICES

A placement program should serve students on a 12-month basis and provide services for at least one year after they leave school.

COORDINATION OF PLACEMENT PROGRAMS

In planning and implementing school-based placement services, it is important to coordinate placement effort with other community placement programs to eliminate unnecessary duplication of services and to make maximum use of existing information and resources.

Michigan Employment Security Commission

The Michigan Employment Security Commission (MESC) is an especially valuable resource for school-based placement programs. Regular services of the MESC that would be made available to schools under the MESC School Cooperation Program would include:

- Job Bank Microfiche
- Career information
- Planning information
- Testing
- Job Corps information
- Films
- Brochures
- Application forms

- Labor Law information
- Resource personnel

MESC Branch Office Managers should be contacted for involvement in the local or area school-based placement program. MESC representation on placement advisory committees is a good approach to effective coordination of effort with the MESC. Requests to the MESC State office for occupational information should be directed to the Occupational Research Unit, Program Development Section. Requests for labor market information and occupational outlook projections should be directed to the Research and Statistics Division.

STATEMENT OF ETHICAL PRACTICES

It is important that school-based placement activity be conducted equitably and responsibly on the part of all concerned. It is in the best interests of students, staff and employers that a statement of principles governing ethical practices in placement be developed.

General principles of ethical placement practices might include the following objectives:

1. The open and free selection of placement opportunities that will provide students with the optimum long-term utilization of their talents, consistent with their personal objectives.
2. The promotion of intelligent and responsible career choices by the students for their own greatest satisfaction and the most fruitful long-range investment of their talents.
3. The development of the placement function as an integral part of the educational system so that it, as well as the total placement process, may be oriented toward the establishment of high standards of integrity and conduct among all parties.

THE PLACEMENT PROGRAM IN THE SCHOOL

STAFF INVOLVEMENT

A successful school-based placement program involves the total community and not only the educational institution. Similarly, within a school, the placement program involves the total staff, as well as students and parents. Although roles may differ, none can be excluded from a successful program.

While all are involved, however, the principal responsibility for the day-to-day activities of the placement program rests with the placement staff.

EXPECTED COMPETENCIES OF PLACEMENT PERSONNEL

An individual selected to organize and/or implement the placement program in the school should have competencies related to the task. The following competencies are seen as related:

- Able to work effectively with a wide range of individuals and groups.
- Possessing enthusiasm and demonstrated ability in working with youth.
- Familiar with the working practices of business, industry, education and government.
- Possessing a working knowledge of curriculum, curriculum content and related educational methods.
- Skilled in written and verbal communication.
- Capable of organizing and managing a program.
- Skilled in sales techniques.
- Able to work innovatively and independently, with flexibility of schedule.
- Possessing a working knowledge of specific employment dynamics:

    a. The local labor market
    b. Existing community resources and agencies
    c. Fair employment practices
    d. Legal work restrictions
    e. Hiring patterns
    f. Job development, referral and follow-up
    g. Personnel office procedures

h. Minimum wage laws
i. Social Security registration
j. Labor union practices and requirements

ACTIVITIES OF THE PLACEMENT PROGRAM

Groups served

The activities of the placement program are centered on serving three basic groups:

1. Students
2. Employers
3. Educational staff

Students

In meeting the needs of students, the placement program would:

1. Create an awareness of the placement services offered and how they can be used by students in achieving their own career goals.

2. Impart information on career opportunities and requirements, to assist students in their career decision making and planning.

3. Involve students in the tasks and responsibilities of placement efforts.

4. Assist students in developing employability skills necessary to enable them to gain desired employment.

5. Identify specific needs and interests of each student served and provide appropriate assistance.

6. Refer the student to specific placement opportunities consistent with needs and interests.

7. Follow up referrals to determine outcome and any additional needs of students.

Employers

In meeting the needs of employers, the placement program would:

1. Create an awareness of the placement services offered and how employers can benefit from them.

2. Impart information to employers on the job

needs/interests of students and their career preparation.

3. Gather information on projected labor market needs.
4. Obtain information on specific job openings, including types of jobs, wages, fringe benefits and collective bargaining practices.
5. Refer applicants according to job requirements and applicant preparation and interest.
6. Follow up referrals and placements with whatever additional services may be needed.
7. Involve employers in educational decision making and planning necessary to meet manpower and training needs.

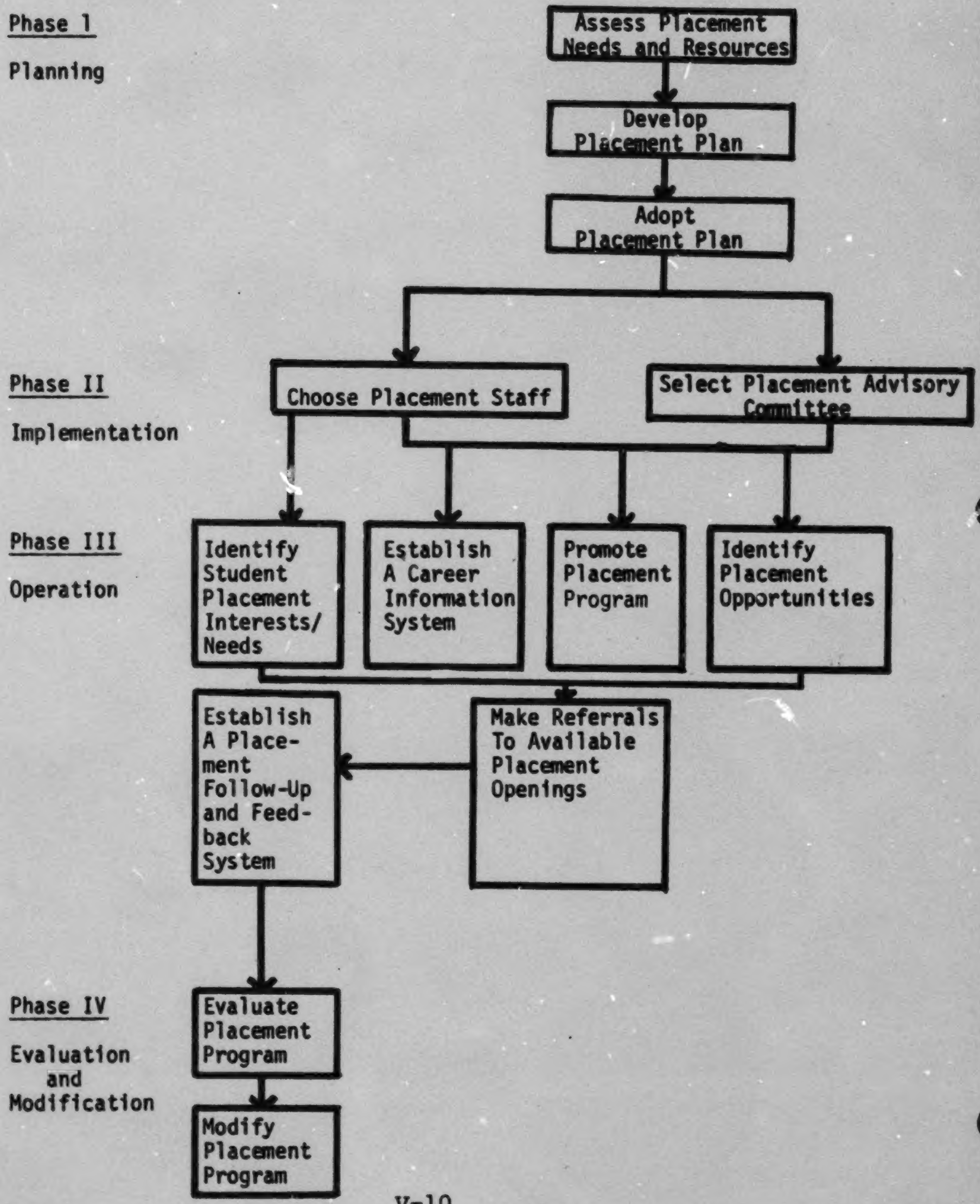
Educational Staff

To facilitate the efforts of the educational staff, the placement program would:

1. Create an awareness of the placement program and its benefits to the total school program, as well as the roles of individual staff members in the school's placement effort.
2. Work cooperatively with the staff by supplying information and resource materials needed to teach pre-employment skills.
3. Develop a system for sharing career information of mutual interest concerning developments in business, industry, labor and continuing education; the strengths and/or weaknesses of existing career preparation programs; and the requirements of specific students and placement openings.
4. Inform the staff about what is happening to students through direct follow-up information from students and employers.
5. Participate in the planning and implementation of curriculum and program changes to enable the staff to meet the needs of students and the community.

Diagram 1

A SUGGESTED MODEL FOR PLANNING AND IMPLEMENTING A SCHOOL-BASED PLACEMENT PROGRAM


Phase 1
Planning
Assess Placement Needs and Resources
Develop Placement Plan
Adopt Placement Plan
Phase II
Implementation
Choose Placement Staff
Select Placement Advisory Committee
Phase III
Operation
Identify Student Placement Interests/Needs
Establish A Career Information System
Promote Placement Program
Identify Placement Opportunities
Establish A Placement Follow-Up and Feedback System
Make Referrals To Available Placement Openings
Phase IV
Evaluation and Modification
Evaluate Placement Program
Modify Placement Program

OPERATING A PLACEMENT PROGRAM

THE BASIC COMPONENTS

A functioning school-based placement program requires certain basic components. In planning and implementing such a program, it is important to provide for these components:*

1. Placement Advisory Committee
2. Placement staff
3. Ongoing in-service
4. Program promotion
5. Career information system
6. Identification of placement opportunities
7. Identification of student placement interests/needs
8. Referral system
9. Follow-up and feed-back system
10. Evaluation and modification
11. Area coordination and support

1. PLACEMENT ADVISORY COMMITTEE

Why is it important?

A Placement Advisory Committee is an important part of a school-based placement program. Since placement services must have a wide range if they are to meet student needs in implementing career goals, providing these services is the responsibility of more than educators and students. This is especially true of job placement. A Placement Advisory Committee can provide:

a. Essential support and advice from a variety of viewpoints
b. Current information on local labor market
c. Contacts with employers and labor unions
d. Identification of placement opportunities
e. Assistance in gaining community acceptance
f. A forum for identifying placement problems and resolving them

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* For further information on how these components might work together, see:
Diagram I, page 10
Appendix A, page 25
Appendix B, page 30

In order to be effective, a Placement Advisory Committee must be well planned. Its role should be well defined, reasonable and substantive. In no case should the committee be used as a token group to approve decisions already made. Its advice will be more freely given and its support will be more generous if the committee is able to:

- Elect its chairperson
- Determine its agenda
- Schedule its meetings

Secretarial services and supplies for the committee should be provided by the educational institution.

Groups represented

Groups represented on a Placement Advisory Committee might include:

a. Employers
b. Labor organizations
c. Community groups
d. Civic leaders
e. Students
f. Parents
g. Educators

Use of existing committees

The size of a school, a school district or an area will to some extent determine the size and scope of the committee. Existing committees, such as advisory committees to vocational education programs and Career Education committees, may well be used if they meet placement advisory needs.[1] Where an area placement program exists to coordinate and support local placement, the placement advisory committee might possibly function better at the area, rather than the local level. Whatever the size or location of the committee, it is important that it be as broadly representative as possible and that it not be dominated by any one group.

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[1] For additional suggestions, see Vocational Education Advisory Committees, "A Guide for the Effective Utilization of Advisory Committees," prepared by Central Michigan University for the Vocational and Technical Education Service of the Michigan Department of Education.

2. PLACEMENT STAFF

The staff designated to carry out placement responsibilities on a day-to-day basis is an important component of a successful school-based placement program. Building this component would include the following considerations:

a. Definition of expected competencies of a placement staff,
b. Clear designation of placement staff responsibilities,
c. Adequate placement staff size,
d. Incorporation of placement staff within total school staff.

Placement activities will demand considerable time and effort on the part of the placement staff. For this reason, a full-time placement staff is desirable. However, in schools where the size of the student body would not require a full-time placement person, other options might be:

a. A full-time placement person to serve several schools,
b. A placement person for each school on a part-time basis.

Whatever the size of the placement staff or its designation as full-time or part-time, it will be important to involve teachers, counselors and administrators as part of the placement effort.

3. ONGOING IN-SERVICE

In operating a placement program, it is important that provision be made for an ongoing in-service program for those directly involved in the placement effort. Such a program would allow for:

- The development and updating of placement skills,

- Regular exchange of information among placement personnel,

- Early assessment of factors that influence the success of the placement efforts, (i.e. developments in the local labor market).

4.
PROGRAM PROMOTION

Placement services are needed by students, schools and the community, and they need to be promoted if they are to be successful. Organized placement services are new to many schools. The placement office will be faced with the challenge of making its presence known to the school and the community and building and preserving a good image. Community acceptance will depend on the perceived value of the placement program to students and the community.

Planning promotional efforts as an ongoing part of the program will be more beneficial than crash publicity campaigns. For this reason it is important to identify:

a. Who needs to be informed,
b. What they need to know,
c. How the information can best be communicated.

Techniques

Some ways of communicating information about a school-based placement program would be:*

- Personal contact
- Public speaking
- Short films or slide-tape presentations
- Public exhibits
- Bulletin boards
- News releases
- Open house
- Informational tours
- Printed materials
    - Pamphlets
    - Brochures
    - Reports

The placement advisory committee and operational contact with the school and the community will help in building good public relations, but some additional steps might involve:

a. Presentations at:
    Faculty meetings
    Departmental meetings
    Student assemblies

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* For additional suggestions see "Approaches to Various Publics," Part B of "Creating Awareness, Understanding and Receptivity," Career Education Handbook for Implementation.

School board meetings
PTA meetings
Chamber of Commerce meetings
Personnel association meetings
Special group meetings
Conventions

b. Individual presentations to persons whose interest and support would advance the program.

c. News media coverage of events or information relating to the placement program on a regular basis.

d. Membership in community groups.

e. Participation in community activities.

5.
CAREER INFORMATION SYSTEM

Information, both general and specific, concerning career opportunities, requirements and entry processes must be made available to students to assist them in decision making, planning and implementation of their career goals.

Activities of placement personnel

School placement personnel have important activities to accomplish in assisting the school in:

- Identifying sources of career information.

- Gathering career information from placement contacts.

- Interpreting follow-up information.

- Helping students in individual career planning and academic programing.

- Providing delivery systems for career information through existing school programs and special events such as Career Days/Nights for all students and special interest groups.

- Helping students develop an understanding of the steps involved in gaining entry to an educational program or a job and the skills required to successfully take those steps.

For other information, see page 3, Occupational information delivery systems, and page 5, Michigan Employment Security Commission, in this Guide.

Employability skills

The skills required to gain entrance to a post-secondary educational program, an apprenticeship program or a job have much in common. The school may incorporate existing curriculum and counseling services in helping students develop these skills. Where existing programs do not provide for this assistance, it is essential that the placement program take remedial steps to assist the students before making referrals to placement openings. These steps may be taken on both an individual and a group basis.

Programs such as "Job Clinics" are helpful in assisting students to develop such "employability skills" as:

a. Resume writing
b. Filling out application forms
c. Understanding the purpose of an interview
d. Gathering appropriate information to answer application and interview questions
e. Identifying references
f. Knowing how and where to look for employment
g. Interpreting one's needs, interests and experiences
h. Appropriate dress and grooming
i. Employer expectations
j. Good traits in getting, keeping and moving ahead on a job
k. How to resign from a job or an educational program.

For further information consult "Employability Skills" in Vocational Education Performance Objectives, and "Career Planning and Placement" in Career Development Goals and Performance Indicators, publications of the Michigan Department of Education.

6. IDENTIFICATION OF PLACEMENT OPPORTUNITIES

Information on specific placement opportunities is essential for a successful school-based placement program. Traditionally school-based placement efforts have favored post-secondary education at the college or university level, with less emphasis on apprenticeship and/or training programs. Even so, such efforts have generally not met the needs of all students.

The majority of students leaving secondary school require job placement either in full-time jobs, as they implement their immediate career goals, or in full- or part-time jobs as they continue their education to meet the requirements of longer range career goals. Added to this are student employment needs, either part-time or temporary full-time, to continue their secondary education. Consequently, the success of a school-based placement program will depend in large part on its ability to identify job placement openings.

Job openings

The identification of job placement openings requires a consistent, concerted effort to contact the employers in the labor market area. This should be done in a coordinated way, so that maximum coverage is assured without duplication of effort. Cooperation among school-based placement personnel in the area and between school-based placement and the placement efforts of the Michigan Employment Security Commission and other public employment agencies is essential to achieving coverage of job placement openings.

Manpower programs

Government sponsored manpower programs, such as youth employment programs, are important sources of placement opportunities for part-time and temporary full-time employment. The time between the announcement of such programs and the filling of jobs is generally short; therefore, it is important that school-based placement programs be alert to such opportunities and be prepared to make referrals on short notice.

Skill training

Community-based skill training programs and business and trade schools readily offer specific information on available programs and admission standards. Apprenticeship programs and industry-based training programs also supply information on placement opportunities and requirements, on request.

Colleges and universities

Placement openings in community colleges and four-year colleges and universities are usually identifiable by contacting college admissions offices. Specific programs offered and entry steps and requirements are generally available from the college catalogue. Many colleges offer additional assistance and some actively recruit prospective students.

Since such educational/training placement is required to enable students to achieve their long-range career goals, it should be coordinated with placement efforts to meet the employment needs of students.

Military service

The branches of the military maintain active recruitment programs and will supply information on placement openings and requirements on request. Generally, the active promotion of such recruitment involves relatively little effort on the part of the school to provide students access to such information.

Contacts by placement personnel

The task of identifying job placement openings requires that school-based placement personnel have a flexible schedule to accommodate the needs of students and employers.

Employers may be contacted by a variety of methods, the most effective method being personal visitation. This is especially true in initiating contacts.

Visits to employment sites will enable placement personnel to gain first-hand information on specific job requirements.

The development of employer contacts is a total process, built on the expectation that both parties will have much to contribute to each other over a long period of time. It should be systematic, inclusive and efficient.

Individual contacts will always involve a personal dimension and can cover a range of interests:

- Information
- Specific openings
- Referral
- Follow-up

To a great extent the success and continuation of such contacts will involve mutual:

- Understanding
- Credibility
- Reliability

In initiating such a program, a good starting point might be employers who are already employing former students.

Employer contact forms

Forms should be developed to maintain a record of employer contacts. They should provide for such basic information as:

- Standard identification items
- Contact person
- Specific job openings
- Specific job requirements
- Dates and type of contacts
- Referrals
- Placements
- Follow-ups

7. IDENTIFICATION OF STUDENT PLACEMENT INTERESTS/ NEEDS

The satisfactory placement of students involves the identification of their interests and needs. In order to make this identification and to have available the necessary information when it is needed for referral to specific placement openings, the following steps are recommended:

Suggested steps

- Personal interviews
- Counseling
- Recording of information
- Maintenance of file of those available

Counseling activities

Counseling must be an integral part of any effective placement program. Examples of some suggested counseling activities within a placement program follow:*

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* For further information on potential roles for counselors in a school-based placement program, see The Process Guide for Career Guidance, a publication of the Michigan Department of Education (Fall, 1975).

a. Assist students to develop career plans.
b. Help prepare students for employment by conducting group job preparation activities.
c. Provide students with career information.
d. Counsel students regarding their job readiness.
e. Visit employers and students on the job, as needed.
f. Help students make career choices.
g. Help students select curriculum appropriate for career choices.
h. Assist in follow-up studies.
i. Provide supportive counseling services, when needed, to students already placed.

Student record forms

A wide range of information is required to satisfactorily meet the placement needs of students. Standard record-keeping forms are essential for collecting and maintaining this information. Many varieties of such forms have been developed by existing placement programs and generally contain:

- Standard identification items
- Career interests/needs
- Developed skills
- Previous experience
- Employment preferences
- Referral/placement/follow-up

8. REFERRAL SYSTEM

The core of an operating placement program is its referral system. Essentially it involves the matching of student interests and needs with available placement opportunities. Speed and accuracy in referral are basic in making successful placements. In referring students for employment, the desired number of applicants should be determined by the placement office in discussions with the employer prior to referral.

Specific information on the requirements of the placement opening will assist the student in determining whether the opportunity is consistent with his or her interests and needs. Once applicants have been identified, referrals should be made. In the event that no applicants can be identified, that information should be conveyed promptly to the one offering the placement opportunity.

Precise information should be made available to the applicant on the steps involved in making application, the contact person, and the date, time and place of the scheduled interview. A standard referral form may be appropriate.

Arrangements should also be made for follow-up on the outcome of the referral. In the event that placement does not occur, additional referrals should be arranged for the applicant and for the placement opening.

9. FOLLOW-UP AND FEED-BACK SYSTEM

The day-to-day operation of a placement program requires an immediate follow-up of all referrals if it is to function effectively. Unless such follow-up occurs, clients will be disappointed and valuable placement opportunities will be neglected. Forms are important for recording follow-up information so that the information may be organized and analyzed.

In addition, longer range follow-up should be conducted in order to determine:

- Placement satisfaction
- Adjustment needs
- Curriculum strengths or weaknesses in preparing students for their career goals.

Annual surveys of graduates

Various types of follow-up surveys are conducted by local education agencies. Some of these surveys cover all students leaving school; others cover only graduates. Some are longitudinal surveys, covering students for a number of years after leaving school.

In cooperation with local education agencies, an annual follow-up of graduates is conducted by the Michigan Department of Education. This follow-up survey covers specific questions:

- Employment
- Post-secondary education
- Unemployment
- Graduate comments and suggestions

Participation in this survey allows for a comparison of information at different levels:

- State
- Career Education Planning District
- Local

Feed-back of information

The value of a school-based placement program is greatly enhanced if the placement office regularly shares understandable follow-up information for decision making and planning with:

- Students
- Teachers and counselors
- Administrators
- Labor market planning agencies
- Other placement programs

10. EVALUATION AND MODIFICATION

Evaluation and modification should be an integral part of the placement program's operating plan. In evaluating the effectiveness of the programs, it is important to consider such things as:

- Students served
- Placement openings identified
- Referrals made
- Placements made
- Placement openings not filled and reasons why
- Types of placements made
- Earnings
- Success of placements
- Conditions of the labor market

In making modifications it is important to examine the operation of program components and the cause-effect relationships of program components to the identified strengths and weaknesses of the placement program.

Provision should be made for ongoing monitoring of the program and modification.

Reporting is essential to the evaluation process. Reports may fall into two general categories:

a. Informal - those reports necessary to maintain an ongoing placement program. These reports are usually made on a weekly or a monthly basis to those primarily charged with operating and supporting the placement program, e.g.:

- Placement advisory committee
- Placement directors
- Placement staff
- Teachers
- Counselors

b. Formal - those reports necessary to summarize the placement program in terms of its accomplishments and problems arising over a period of time. These reports are usually made on a quarterly, semi-annual or annual basis, to those primarily charged with broader responsibilities than placement alone, e.g.:

- School boards
- Superintendents
- Principals
- Advisory committees

11. AREA COORDINATION AND SUPPORT

A labor market will generally encompass several schools or school districts. Therefore, it is advantageous to the schools and the employers in the area to coordinate efforts in canvassing employers and to exchange information concerning available manpower and unfilled job openings.

How placement efforts in a given area can best be coordinated will depend on an assessment of the varied needs and resources of that area and the development of a plan for area coordination and support of local placement activities.*

An area placement program would provide the following advantages to local placement programs:

a. Coordinate job development efforts so that local placement programs would be able to cover the employment market without duplication of effort and possible inconvenience to employers.

b. Coordinate exchange of information on job openings so that local placement programs would have access to a wider range of job opening information than they could generate by local effort alone.

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* For further information on how area and local activities might be coordinated, see Appendix B, page 30.

c. Enable local placement programs to meet the needs of employers by making available a broader range of students for placement.

d. Provide assistance and support for local education agencies in starting local placement programs.

e. Provide ongoing in-service training programs that would make possible an exchange and update of information on placement.

f. Provide local placement programs with current and accurate area career information that would enable students to make knowledgeable career decisions.

g. Provide placement services in the most cost-effective fashion consistent with the achievement of the objectives of the placement program.

FURTHER ASSISTANCE FOR SCHOOL-BASED PLACEMENT SERVICES IN MICHIGAN

If you are interested in further assistance in the establishment of school-based placement services, contact:

The Michigan Department of Education
Placement Programs
Box 928
Lansing, Michigan 48904

(517-373-3370)

A SUGGESTED MODEL FOR PLANNING AND IMPLEMENTING A SCHOOL-BASED PLACEMENT PROGRAM

Phase I - Planning

PERSONS RESPONSIBLE	ACTIVITIES
Superintendent	a. Designate persons responsible for assessment. b. Assess placement needs and resources in the schools and community. c. Survey existing placement activity. d. Analyze and summarize information.
Superintendent	a. Secure support of the Board of Education. b. Choose a Placement Planning Committee.
Placement Planning Committee	a. Review results of Placement Assessment. b. Examine existing placement guidelines and models. c. Develop a placement plan based on local needs and resources. d. Identify budgetary resources and designate appropriate amounts. e. Identify participating schools based on placement assessment and placement plan.
Board of Education	a. Review proposed placement plan. b. Adopt placement plan.

Phase II - Implementation

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Choose placement staff.	Superintendent Building Administrators	a. Identify staff needs based on existing resources and population size. b. Choose placement personnel with appropriate compentencies. c. Assign staff duties consistent with placement plan. d. Designate appropriate facilities.
2. Select Placement Advisory Committee	Superintendent	a. Select membership on basis on broad representation. b. Coordinate roles and responsibilities.
	Building Administrators	a. Recommend members of Placement Advisory Committee. b. Select school representation if required.

Phase III - Operation

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Promote placement program	Placement Advisory Committee Placement Staff	a. Identify target populations in school and community. b. Devise appropriate promotion strategies and techniques. c. Maintain consistent promotional campaign.

PERSONS RESPONSIBLE	ACTIVITIES
Placement Advisory Committee Placement Staff	a. Identify career information sources. b. Establish a career information collection and delivery system. c. Maintain and update career information system.
Placement Advisory Committee	a. Advise on strategies for identifying placement opportunities, especially job openings within the labor market natural to the area. b. Assist in gaining entree to employers, labor unions, etc. for identification of job openings.
Placement Staff	a. Devise strategy for efficient and effective coverage of placement opportunities. b. Coordinate efforts in contracting employers, labor unions, etc. c. Exchange information on unfilled job openings.
Placement Staff	a. Prepare inventory of student populations to be served. b. Interview individual students. c. Record appropriate information. d. Maintain active file of students seeking employment.

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
5. Make referrals to available placement openings	Placement Staff	a. Inform student concerning specifics of placement opening. b. Arrange interview with employer or educational agency. c. Monitor interview outcome. d. If not placed, refer another applicant. e. Re-process initial applicant. f. Refer unfilled openings to other placement staff.
6. Establish a Placement Follow-Up and Feedback System	Placement Staff	a. Follow-up placements for additional assistance and information. b. Collect and maintain data on placement opportunities, referrals, and placements. c. Feedback appropriate follow-up information to students, school staff, administrators, and Placement Advisory Committee.

Phase IV - Evaluation and Modification

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
1. Evaluate placement process	Placement Advisory Committee Placement Staff	a. Analyze and evaluate follow-up data in terms of placement effectiveness. b. Prepare required reports with appropriate data, evaluation, and recommendations for modification.

OBJECTIVE	PERSONS RESPONSIBLE	ACTIVITIES
2. Evaluate Placement Program	School Board Superintendent Building Administrators	a. Receive required reports. b. Assess effectiveness of placement program. c. Approve appropriate recommendations for modification.
3. Modify Placement Program	Placement Advisory Committee Placement Staff	a. Re-design program components in accordance with approved modifications. b. Implement modifications.

Appendix B

A SUGGESTED MODEL FOR RELATING AREA PLACEMENT ACTIVITIES TO LOCAL PLACEMENT ACTIVITIES

Under an area placement plan, the inter-relationship of the area placement office and the local placement office might include the following:

Phase I - Planning

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Assess Area Placement Needs and Resources	Survey area in terms of: a. student population, b. existing school-based placement services, c. present student placement patterns, d. existing community/non-educational placement services, e. labor market, f. projected placement needs, g. available resources for placement.	Input local information to area survey.
2. Establish Boundaries of Placement Area	Analyze survey data and determine area boundaries in terms of natural labor market.	Assist in determination of area boundaries.
3. Plan Area/Local Placement Service Program	Develop area/local placement plans using local input.	Input to development and adoption of area/local placement plans.

Phase II - Operational

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Initiate Area Placement Service	Cooperatively determine area placement office site. Choose area placement staff.	Cooperatively determine area placement office site.
2. Initiate Placement Inservice Program	Conduct inservice program for area/local staff.	Participate in inservice program.

AREA ACTIVITY	LOCAL ACTIVITY
Select membership of Placement Advisory Committee on basis of broad representation. Coordinate roles and responsibilities.	Recommend membership of Placement Advisory Committee. Select local placement representative on Placement Advisory Committee.
Establish area system to collect, manage and disseminate career information. Coordinate with existing career information sources.	Input on desired career information.
Coordinate area/local responsibilities for contacting employers and identifying job openings.	Participate in coordinated system for contacting employers and identifying job openings.
Coordinate area/local referral system for job openings. Assist in establishing local placement services for schools not large enough to require an individual local placement office.	Identify student job interests/needs. Inform student concerning specific job openings, requirements, work conditions, wages, etc. Contact employer to arrange interview; monitor interview outcome. If not placement, refer another applicant. Reprocess initial applicant.
Monitor referrals and placements. Redirect unfilled job openings to other local offices.	Refer job opening needs to area office. Refer unfillable job openings to area office. Inform area office of job referral outcomes.

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
7. Establish a Placement Follow-Up System		Offer immediate follow-up service to student, employer and school staff for information and job adjustment.
	Collect and maintain data on area/local referrals and placements.	Collect and maintain data on local referrals and placements.

Phase III - Evaluation and Modification

OBJECTIVE	AREA ACTIVITY	LOCAL ACTIVITY
1. Evaluate Placement Process	Analyze and evaluate area/local follow-up data in terms of area placement profile.	Input to area/local evaluation.
	Evaluate all components of area/local placement process.	Analyze and evaluate local follow-up data in terms of placement effectiveness.
	Convey evaluation information to appropriate programs and agencies.	
2. Modify Placement Program	Assess area placement program as evaluated.	Assess local placement program as evaluated.
	Coordinate area/local assessments.	
	Plan expansion or reduction of area program in population and/or services.	Plan expansion or reduction of local program in population and/or services.
	Redesign area program components as indicated by modification plan.	Redesign local program components as indicated by modification plan.

CAREER EDUCATION

HANDBOOK FOR IMPLEMENTATION

GOAL SETTING

FOREWORD

Goal setting is a process that is often a simple undertaking for a school, and also a process that can become the subject of an elaborate study. This document attempts to suggest a compromise approach to setting goals, which out of necessity may be too simple or too involved for any particular school district. But in either case, it can serve as a model from which goal setting activities can be planned.

STATE BOARD OF EDUCATION

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PART I: INTRODUCTION

How well do schools in this country, in Michigan, in your town, prepare children growing to adulthood to lead useful, productive and satisfying lives? Should the whole pattern of our educational program be adjusted, adapted or redesigned to increase children's self-awareness, career understandings, and decision making and planning skills?

Can this be done while maintaining a well-rounded academic and vocational education? Is education complete with graduation or are we responsible for stimulating a thirst for knowledge and self-improvement that will lead to continuous growth throughout the graduate's adult life? These are some of the questions that Career Education is attempting to answer and that Public Act 97 is promoting.

Communities and parents are now asking as never before for schools to justify their existence and the high expenditures needed to keep them operating. Much of the criticism is leveled against increasingly high costs, high dropout rates and low achievement.

How should schools respond to this criticism? Do we go on the defensive or do we attempt to find out where we are succeeding or failing and how we can do better?

We live in a period of rapid change, where advances in science and technology have created a world different from the one we knew only a decade ago. However, our schools, like other institutions, often lag behind the pace of the changing times and fail to keep in step with the realities of the world around them.

As educators, we must be alert to the demands that a changing society makes upon our youth. We must be ready to modify our approach and change our directions whenever necessary, so that what we offer is relevant to the needs of today's students.

We must not be afraid to ask ourselves: Does everything we offer really help children realize their potentials or are some aspects of our program designed merely to perpetuate the system? It must be clear that only by offering programs that equip students with the knowledge, skills and attitudes necessary for lifelong growth can we justify our role as educators.

What goal setting does

One of the best ways to know to what extent what you offer is consistent with students' needs is to periodically determine what the school's goals should be and decide how well your program is meeting them. Through this process schools can identify those areas which the present program is addressing adequately and those which need greater attention. Setting new goals then, is a first step toward keeping the school program in step with the needs of your students and the community.

WHAT IS A GOAL SETTING PROCESS?

Goal setting should be a process of looking at present school programs and determining what the schools should attempt to do to meet ongoing and future needs. It should seek to identify strengths and weaknesses of the educational program as seen by a broad spectrum of community users--students, former students, parents, employers, labor and other organizations, school employees and other residents of the district--and perhaps set new or modified goals for the total system.

What types are there?

There are several techniques which could be used to determine: 1) whether new goals are needed and 2) to decide upon new goals. The one chosen will depend on your judgment as to which will work best in your community. Some possible approaches are:

a) Current program analysis
b) External authority
c) Informal goal setting
d) Opinion sampling
e) Formal goal setting.

What is appropriate for your district?

The remainder of this booklet presents a synthesis of several of the above methods of setting goals for a school system. In a similar fashion, your district may wish to develop its own approach, using the remaining parts of this booklet as food for thought rather than as a guiding principle. In any event, after considering available methods of goal setting, you will want to select the one that appears to be most suitable for your purposes, basing your decision on such factors as time, cost, community support and participation, and kinds of data available.

PART II: AN APPROACH TO GOAL SETTING

The suggestions which comprise this part of the booklet are all intended to assist the educator in the task of developing General Learner Goals. The responsibility of the educator to set goals and to bring to such a process the foresight and insight of a professional is not diminished. The suggestions, instead, are all intended to improve the basis from which the educator must finally develop general goals for the educational system. The suggested methods are intended in the main, to gather and organize input from a large segment of the population. The result of using the suggested approaches will, provided that the educator does a responsible job, produce a set of goals for the district which are reflective of the interests and opinions of students, parents, employers, community and labor organizations, and residents of a community in general.

To conduct a goal setting process, it is suggested that the person or group responsible for planning and conducting the activity begin by gathering related information from such sources as the U. S. Office of Education, neighboring districts and previous goal setting activities within the district. At times, they may find valuable insight into the methods used to conduct the activity and, in most cases, insights regarding the general concerns of various groups which should participate in the goal setting process. Anticipation of these concerns is useful in developing activities and materials which effectively cope with problems and special interests.

The major parts of the goal setting process presented in this booklet are:

1) Develop a list of statements which describe proficiencies and characteristics considered important for all individuals, not only during their school years, but throughout their lifetime.

2) Determine which of these statements are felt to be the role of the school.

3) Develop goal statements which reflect those statements from Step 1 which were felt to be within the role of the school.

4) Determine, if necessary, which goals are in need of most immediate attention so that limited resources may be used more effectively.

Step 1

The first step in the sample approach to goal setting is a step which involves the effort of both school and community people. The in-school activity includes development of an instrument and plans to gather community input regarding important individual traits. Although a sample is included in Part III, schools are encouraged to develop one more appropriate to local circumstances. When an instrument is developed, a survey should be conducted which includes to the extent possible, employers, students, educators, parents, labor and other community organizations.

Step 2

As a result of the above activity, it is possible to prepare a list of statements describing individual traits generally held to be important by the community. From this list, those traits which are the developmental responsibility of the school should be determined. This process can again involve both in-school and community activity. The suggested approach calls for an in-school group to prepare an instrument similar to instrument #2 in Part III. A small community group such as an advisory group (rather than a broad survey) is the suggested respondent group for this instrument. Larger groups could be involved at the discretion of the user. The results of using this instrument are that the in-school group will have a basis for developing a set of goals for the school district.

The actual writing of goal statements for the school may still be a difficult task, since the form of the important individual traits may be inappropriate for use as goals. The school group has the responsibility for writing meaningful and clear goal statements for Career Education. They may find other districts' or educational agencies' goal statements of substantial help as they address this task.

Should the resulting goals require ordering according to a priority in order to make the most effective use of limited resources, a fourth step may be necessary. One approach, intended to rank goals according to the combined criteria of "most important/least being done" is to develop an instrument similar to #3 in Part III. The result of a community survey using an instrument like #3, which was based upon a survey similar to Step 1, is that school people can use the "score" of each item to order the goal statements from least implemented to fully implemented at the lower end of the list.

A set of goals, possibly ordered according to the degree to which they are presently being addressed within the existing school program provides the target for the next steps, developing more specific statements or objectives for each goal, determining what is already being done to reach those objectives and developing strategies or programs to reach those not adequately dealt with in the existing program.

PART III: IMPLEMENTATION SUGGESTIONS FOR THE SAMPLE GOAL SETTING PROCESS

Laying the groundwork through careful organization is the essential first step in conducting a Goals Setting study. On the part of participants we need understanding of why it should be done, as well as willingness to participate, to assume leadership, to work throughout the life of the project and to give enthusiastic support. This need applies to lay people as well as school personnel because without broad community support, Goal Setting would be meaningless.

Previous sections have discussed methods of organizing for Career Education. In organizing for setting goals, we could draw upon the organization that has already been established in the district. This might include a Career Education coordinator, a steering committee made up of school personnel from various levels of teachers, counselors, and administrators, and a broadly based, representative citizens' advisory committee.

The Career Education coordinator may be the person to assume leadership for the operation. Depending on the size of existing committees, the Goal Setting Committee or Task Force, could be drawn from all or part of the Career Education Steering and Advisory committees.

In the beginning, the Goal Setting project should probably be studied and thought through by the Steering Committee, where one exists, before being discussed with an entire Citizens' Advisory Committee. When the purposes of the process have been understood and approved, the Advisory Committee may wish to organize and plan the various phases of the effort. Since the project will involve several phases and a fairly long period of time, it might be useful to recruit additional citizen members to serve on an ad hoc Goal Setting Task Force for the life of the Goal Setting Process.

It is critical to the success of the project that everyone who may be affected should know about the Goal Setting organization and its plans and purposes. To rally support, understanding and participation, open lines of communication should be maintained with all interested groups--staff, board and community--and all must be kept apprised of the committee's intentions and progress.

Who should be involved?

Persons responsible

Aside from the final responsibility of the board of education and the superintendent of schools, the immediate responsibility for the project would probably rest with the administrator or other staff person assigned as overall project supervisor--usually the Career Education coordinator. He or she, working with the Steering Committee, will collect information on various forms of Goal Setting instruments, study costs and personnel needs, provide facts pro and con for various methods, and through discussion, provide the motivation for carrying out the Goal Setting Process in the district.

It would be good if the Steering Committee could reach a consensus on the need before presenting the proposal to its Career Education Advisory Committee. Steering Committee members ought to be well enough grounded to serve as consultants to the Advisory Committee and present a unified front in support of the project. Although Advisory Committee members will study the matter thoroughly before accepting the project, they cannot be expected to have either the time or the specialized knowledge to research all the facts by themselves. They will depend on the professionals to give them adequate information and honest opinions. At the same time, Steering Committee members should probably avoid giving the impression either of doing a "snow job" or of downgrading the importance of Advisory Committee investigations. Questions and/or objections must be responded to seriously and objectively.

Total responsibility for the Goal Setting Process, then, would be vested in the Coordinator, the Steering Committee and the Citizens' Advisory Committee. In communications with the community--press, radio, television, newsletters or direct mail--it would probably assure better support if all statements come as from the Citizens' Advisory Committee, attributing the statements to the committee chairman. The chairman could act as spokesman in dealing with the board of education, chamber of commerce, labor organizations or other community groups, always with the support and assistance of school personnel. Local custom and conditions, however, may require different approaches in different districts.

If the Citizens' Advisory Committee concurs with the need for a Goal Setting Process, a subcommittee within the Advisory Committee might be named as a nucleus for the Goal Setting Task Force, and this body enlarged to whatever extent will be necessary to carry out the project. Membership would vary according to the size of the community to be surveyed, the number of organizations or categories of population to be represented, and the optimum numbers to function effectively as a working committee. Needless to say, the method of selecting representatives should be democratic in every respect, and every interested element of the population should be included.

If the method of setting goals has not been determined by the Citizens' Advisory Committee, the Goal Setting Task Force should immediately determine what form the process will take. The Career Education coordinator and Steering Committee members involved with this committee should probably be prepared to assist with the decision making process by providing information and resource materials as needed. They should also be ready to make a recommendation if called upon to do so.

Depending on local circumstances, budget, and time limitations, clerical personnel from the schools may be used to varying degrees. Utilizing existing personnel is the most practical method of handling the clerical duties if at all possible. The work would not be continuous in most cases, but would involve intermittent services as mailings are prepared, replies are received and tabluations carried out. In cases where the project might require major clerical responsibilities beyond the scope of existing personnel, budget may need to be provided to employ temporary clerical assistance.

In some cases a major part of the clerical work may be handled by volunteers from the Goal Setting Task Force. Many times parents or other citizen volunteers are willing to share these responsibilities and devote a few hours a week to such duties as preparing mailings or tabulating responses. No matter how many volunteers are available, however, there will always be a need for a responsible staff person to work with them and be present to carry on, with or without the volunteer help. It would be essential for the Career Education Coordinator to maintain a close relationship with the working committees and to be available whenever called upon, for advice and assistance.

One of the most valuable tools in the Goal Setting Process is probably the community survey. Whether it will be large or small or what questions it will attempt to answer will be determined by the responsible committee, such as the Goal Setting Task Force. The committee must also decide what groups among the population will be surveyed.

Groups to be surveyed

Students

The people most directly involved in any study of the educational program are the consumers of the services, the student body. Although a suggestion to seek students' opinions might seem startling or even revolutionary to some adults, it will readily be seen that students themselves have one of the most important roles to play in determining the value or the success or failure of various elements of the educational program they have experienced. Even elementary school youngsters can give thought-provoking answers to many questions of this nature. How this would be handled and how broad a range of age levels could be surveyed would depend on the skill and ingenuity of the responsible adults. Student members of the Advisory Committee should be able to assist in organizing a feasible system of surveying other students.

Graduates

Graduates of the present educational program usually have specific and practical comments on what was most worthwhile, as soon as they have left school for the working world or college classes. Coming back to visit or talking with counselors who visit them at college, they often express their appreciation for teachers or classwork that gave them a solid foundation for their further careers. They also realize the shortcomings of their previous education and will have many constructive comments to make regarding their old school. This group should be well represented in any planned survey.

Parents

It goes without saying that the parents of present pupils are directly and deeply involved in the schools' purposes and achievements. The important consideration in involving this group is to be sure that all shades of opinions are represented. A survey that covers only those who attend PTA meetings or serve on bond election campaigns will fail to provide a valid expression of opinion. Every segment of the district, both geographically and intellectually, should be touched by the survey instrument. No area should be neglected, whether by personal interview or by mail contacts, and no dissidents should be omitted because of their known dissatisfaction with the schools.

Next, we should consider how to involve other community residents and groups besides parents of present students. Many people may be former students of local schools, but whether or not they were graduated from schools in your district, they have a vested interest as taxpayers who pay the bills. As employers or fellow workers with your graduates, they are interested in the kind of person coming out of your educational program. As members of labor groups, churches or social groups, they want to see people well prepared for their roles in the community. As business people, labor leaders or members of the Chamber of Commerce, they want the kind of schools that will attract competent people and profitable industry to their city. Thus they have a direct and significant contribution to make to a Goal Setting Process.

Retired persons need to know about schools. The alert older person is still interested in education and may be one of your best sources of volunteers with time available for community service work. These older citizens should be part of your community survey.

Last, but equally important, are the education professionals--the teachers, counselors, administrators, secretaries, custodians, bus drivers, playground assistants and any other employees directly connected with the schools. Although each of them is probably included in one of the former categories, each has a valuable contribution to make to your proposed survey because of his immediate association with the process of education.

Once the Goal Setting Task Force or a similar body is organized, it will be ready to analyze its major tasks and assign responsibility for carrying them out.

Any group interested in studying the effectiveness of a school program will probably feel the necessity of determining what the expectations for accomplishments are, in other words, What are the school's goals? These can be analyzed in terms of what traits, understandings or competencies valuable throughout a lifetime the graduating students will be expected to have acquired.

Step 1

IDENTIFYING IMPORTANT INDIVIDUAL TRAITS

What are the major tasks?

As discussed earlier, one of the first major tasks must be the decision as to what form the Goal Setting Process will take. Assuming that the Task Force has decided to conduct a formal Goal Setting Process, this group might then organize to undertake a survey and establish a list of desirable traits. Budget and personnel requirements might be discussed and the size of the survey determined on the basis of these considerations.

Preparing or acquiring the instrument

A copy of Instrument #1 from this booklet could be made available as a possible model or suggested starting point for developing a similar document. This form, which is included in this section, will identify the individual traits which survey respondents consider important for students during school and throughout their lives. If this or a similar instrument is to be used for a formal survey, copies must be prepared in the quanities necessary for the planned scope of the survey.

Details of the distribution, collection and tabulation of the survey forms should be carefully planned, so that volunteers or staff members working with them will have no difficulty in understanding and following directions. Directions accompanying the form itself should be explicit and clearly expressed, in language that presents no obstacles to even the slowest reader. Provision should also be made for help in interpreting survey forms in the case of respondents who do not read English. In some communities, translations to another language may be essential, in which case assistance in reading replies may be needed from volunteers of the same language group.

Selecting the participant group

It is impossible to suggest guidelines for the numbers of participants to be included in each group suggested for surveying because of the wide variations in size and make-up of Michigan school districts. A general principle, however, would be to make the sample population of each group as closely representative of the make-up of the total community as possible. As another general principle, it can be assumed that the smaller the size of the district, the larger the percentage of the population that will have to be sampled to obtain a valid response.

It is also important that individual responses from each group receive equal weight with the responses from every other group. Coding of survey forms may be done in such a way that responses can indicate which group is represented by the reply without violating the anonymity of the respondent.

Your committee may decide that local conditions would permit contacting the following groups: present students, recent graduates, employers, labor and other community organizations, and adult residents in general. Your task, then, is to devise a workable method of random selection for sampling these groups. If you have people in the community who are knowledgeable about statistics, you may be able to obtain expert help at no cost to the district. Board members or Advisory Committee members may have contacts with large companies which could provide assistance on these matters. The school system or ISD may have experts on statistics who could participate on the Steering Committee of the Goal Setting Task Force. If funds are available, professional assistance could be employed. This expert assistance would be helpful in interpreting replies as well as in selecting respondents.

Random selections of residents to be contacted by mail may be made from the schools' mailing lists if they include other than parent names and addresses, from postal route "occupant" lists, from county Equalization Department occupant addresses, or possibly from telephone books or directories. The important criterion is to be sure that all parts of the district are covered.

If more specific groups are to be contacted, rosters of student organizations, PTA's, service clubs, teacher organizations, and business, labor, professional and religious groups might be used as a source from which to draw. Again, it is important that all groups and all shades of opinion be represented when the random selection of individuals is made. Lists should be considerably larger than the number of replies needed, because you can expect only partial returns from such requests. However, if your samplings are valid, even a relatively small percentage of replies will be useful.

The committee should prepare a cover letter to be sent with the instrument giving very specific, easily readable information on:

The purpose of the project,

The need for assistance from individuals or the community,

Instructions on filling out the questionnaire,

Assurances that names will not be used, signatures will not be needed, number code only identifies group being surveyed, A promise to publicize results,

The deadline and instructions for returning the forms.

Enclosed with the letter and instrument could be a self-addressed, no-postage-required envelope. These can be enclosed in an envelope using your bulk mailing permit, but you must also have a permit for the "Postage will be paid by" stamp, so that you pay postage only on those envelopes actually returned.

The method of mailing to reach a random sampling of your district will vary among districts according to size and facilities available. Following are some of the possibilities:

(1) In a small district total coverage of all residences is available through your post office for mail addressed to "Occupant" without specific addresses. The post office can tell you how many pieces of mail will be needed for the numbers of addresses on each postal route. If these quantities are much larger than your proposed survey, a random sampling may be made by using addresses. These can be provided on a percentage basis by a commercial mailing service, but the post office cannot do this sampling for you with "occupant" addressed bulk mail.

(2) Some districts regularly use a commercial mailing service to address newsletters or other mail to every resident of the district. With this service you can determine what percentage of the homes you wish to survey and request this percentage of addresses from your mailer, requiring geographical coverage of every area of the district. If you plan to use a follow-up communication, the same list can be used for the second mailing if lists are computerized. If not, the mailer can print two copies of the addresses which are randomly selected and save one copy for a possible second mailing.

(3) Another source of purchased mailing lists is the county equalization office, which would have occupant addresses for each building in a given area, although this would not include all occupants of apartment buildings. With these lists the committee would need to make its own random slection and address the envelopes.

(4) All schools probably keep an up-to-date census list of homes with children in school. This list could be used for a random selection of parents to be contacted, but it wouldn't provide names or addresses for other residents.

(5) The school guidance department would have names and addresses of recent graduates (and perhaps drop-outs) for this segment of the survey. Again, a method of random sampling can be used to identify a sample of these graduates.

(6) You can probably obtain lists of local businesses and industries from your Chamber of Commerce, if you plan a special contact with that group. Of course, the forms you sent to members of special groups such as labor organizations may turn out to be duplicates of forms sent to random "resident" mailings. This could be explained in your cover letter, with the suggestion to ignore duplicate forms or to pass one along to a neighbor.

(7) For districts without commercial mailing services, another possible source of names for other than parents is your voter registration list. This would be more varied than the parent list, since it would include older people with enough interest in school affairs to get out to vote, either for or against, and these same people might be the kind who would make the effort to fill out and return a survey form.

If you allow about two weeks after forms actually go out before your deadline for return, the surveys may begin to trickle back to your office. About a week before the deadline it might be worthwhile to mail a card to the same addresses, thanking the recipient in case he has already mailed back the survey and reminding him to do so if he has not yet found time to do it.

Sampling of present students might be done in collaboration with a high school student council, if that group would take responsibility for such a project. A student member of the Steering Committee as well as an adult staff member would work closely with the group to help them understand the purposes and coordinate the survey process. Middle school or elementary school pupils could also be included in the opinion sampling. Such a project might also be undertaken by a high school or middle school social studies class if time permitted the necessary preparation, and deadlines for collecting replies could be met.

Receiving the instrument

Your cover letter instructions and the addresses on the enclosed envelope should bring all survey replies to whatever school office is indicated. Here either school clerical personnel, a committee of volunteers, or both, can open the replies, sort them into groups (if your instruments are labeled differently for students, parents or others) and begin tabluating results. Your questions and replies need to be worded in such a way that a numerical equivalent can be assigned to the answers given, thus giving relative degrees of importance for each suggested trait. Secretaries and untrained volunteers should not be expected to evaluate written comments or replies that do not conform to a simple and organized system. Additional traits written in by the respondent should be listed on a separate sheet and given the highest point value.

Tabulating data

Tally sheets should be prepared with spaces for each trait, and separate sheets should be used for each group of respondents if you are keeping separate totals.

If the Instrument resembles the sample, a scoring system of 1 through 5 is recommended, with "1" representing the highest importance, or "very important." This numbering will simplify comparisons with later instruments when priorities are being set. After adding the scores of each separate trait on all replies, an average may be taken, resulting in a score of 1 through 5 for each trait.

Establishing a list of Important Individual Traits

From the above tabulation, traits may be listed in order from the highest to the lowest point values. The committee may set an arbitrary cut-off point below which the traits considered least important might be eliminated. The remaining items would constitute a list of individual traits which a representative community sampling found to be important.

What costs are involved?

Costs will vary from one district to another, but some of the factors which need to be considered are listed below:

(1) Paper and reproduction or printing--depending on the size of the survey--will probably come from the school's administrative supplies, unless a separate budget should be set up for the Goal Setting Process.

(2) Mailing costs will be based on whatever percentage of your regular bulk mailing lists you intend to employ, plus extra first class mail costs for direct mailings to specific groups of individuals. If you employ a mailing service for addresses for a random

sampling, you will need to include these costs. There will also be the postage cost of replies returned, at 10 cents each, to be paid when the reply is received.

(3) Refreshment costs--to include coffee and cookies for committee meetings and work sessions--are not essential, but will help make the job more enjoyable for volunteers.

After the Goal Setting Task Force is ready to begin the actual survey, a minimum of four to six weeks is probably necessary to complete the first phase, acquiring a list of possible Important Individual Traits.

(1) A minimum of one to two weeks will be needed for preparing the survey forms, selecting the participant groups and mailing the surveys. (This assumes the committee is using an instrument already developed. Much more time will be required if an original questionnaire form is to be written.)

(2) A minimum of two weeks should be allowed for return of the survey forms by recipients.

(3) A week of more may be required for the tabulating of data and establishing a list of exit compentencies, or desirable traits, depending upon the amount of time available on the part of volunteers and/or clerical staff.

Results of Instrument #1, "Important Individual Traits," provide a list of traits suggested by the survey form, now rated numerically according to whether or not community members think they are important. The committee may wish to set an arbitrary cut-off point if some scores should be extremely low. These results may be used in several ways:

(1) To develop a new list of goals for the schools.

(2) To provide data for future evaluation when setting up priorities on goals.

(3) To serve as a basis for a preliminary news release on results. Only a few outstanding results might be mentioned, with an explanation of what further studies will be undertaken before new goals and priorities for implementation are established. Along with the top scoring items, perhaps one or two of the low

scoring traits might be mentioned. This preliminary report would help stimulate interest in continued aspects of the Goal Setting Process and give readers and listeners a better understanding of the purposes of the project in the event they are called upon to participate.

(4) The list of traits is reported back to the Citizens' Advisory Committee, and plans are made for the next stage, the assignment of responsibility, or the Role of the School.

As suggested in Part II, the schools should not be automatically held responsible for all of the traits or goals listed as a result of the survey of "Important Individual Traits." Some method of determining which people or groups in the community should be chiefly responsible might be useful. Instrument #2, "The Role of the School," is a suggested form for seeking opinion on what traits should be the school's responsibility. The next section outlines a possible method for obtaining representative opinion without a large mailing of questionnaires.

Step 2

THE
ROLE
OF
THE
SCHOOL

To decide which of the traits listed should be at least partially the responsibility of the school, a smaller, less unwieldy participant group could probably be used, so that the mechanics of the actual survey would require less time and fewer workers than with the first instrument.

Who should be involved?

When the first survey is completed, Task Force members might wish to recruit some new members to work on the Role of the School project. Broad representation to help assign responsibility might be assured by contacting individuals such as clergymen, church lay leaders, teacher association officers, and executives of business, labor and service and recreational organizations. Steering Committee personnel would continue to be involved as before and to work with the Task Force. The news release that followed Phase 1 would help to assure public understanding of Phase 2.

What are the major tasks?

If a fairly large and representative unit could be formed to study the Role of the School, it might be possible to obtain the necessary answers without sending out survey forms. Since the question involved with each trait listed is basically: Should the school have any major responsibility for the development of this trait? the answers might be obtained in a series of workshop meetings with unit members participating.

In a general meeting, the needs and purposes of the project could be explained. A large unit divided into smaller working groups could discuss and reach conclusions on an assigned group of traits or the whole list of traits. Group discussion might bring out deeper consideration than off-the-cuff opinions by survey respondents, and thus more valid responses. Answers obtained in small groups could be reported back to the total committee, and when the whole list was completed, every unit member could complete a written questionnaire on the Role of the School, based upon his own opinion on each item. If the meeting should run late, members might wish to take home the questionnaire and mail it back to the school office at an early deadline.

As a sample questionnaire form, Instrument #2, "The Role of the School," asks respondents to indicate the responsibility of the home, the school, the community, (including churches, character building and recreational organizations, and service clubs), and business-industry-labor for developing the traits studied. Since each is rated on a 1 to 3 scale of "no," "some," or "major" responsibility, the completed questionnaires can be tabulated to provide the score of the school on each item in relation to its degree of responsibility. If there are any items which show little or no responsibility on the part of the school, the group may wish to eliminate these traits.

Scores may be tabulated by staff members or volunteers and the results reported back to all members of the study group. This phase will be complete when the resulting list of traits for which the schools should be held responsible is submitted to the Citizens' Advisory and Steering committees.

Costs for the Role of the School phase should be minor, if the work is done by committee rather than by questionnaire. They would involve letters and postage for recruiting members, reproduction of lists of traits for the unit members to study and discuss, and letters and postage to report results to participants.

Possibly two weeks should be allowed for recruiting unit members and giving them sufficient notice of the meeting dates. The group could probably arrive at its decisions in no more than two meetings, which might be spaced a week apart. If traits are divided into groups and assigned to various sub-committees for discussion, the total list might be completed in one evening session. This would include discussing responsibilities, reporting back to the total group and completing an individual questionnaire. Thus the assignment of school responsibility might be completed at the end of either two or three weeks, if good leadership kept it moving along.

What should be done with results?

The tabulated scores from the Role of the School questionnaire will provide the list of traits for which the community holds the school responsible.

Step 3

WRITING GOALS

As outlined in Part II, the results of this step provide a basis for writing actual goal statements. If the statements from Steps 1 and 2 are clear and appropriate goals, little effort is required. However, these statements may be very specific, worded differently at times, or otherwise inappropriate for use as goals without some revision or clarification. While the suggestions of the community are valued, it is essential that survey results be evaluated by professional personnel in relation to the total educational program. Goals must be written which reflect good educational practice and the best interests of individuals and the community. It is the role of the school group to do this writing.

Getting approvals

The resulting goals should probably be introduced to the Board of Education for their approval. The board may suggest improvements or next steps for the Career Education effort. Very often, it is necessary to arrange goals according to their need for immediate attention. Prioritizing goals may require an additional step.

Step 4

ESTABLISHING PRIORITIES

One approach to prioritizing goals is to conduct an informal opinion survey to determine how well the school is presently addressing the newly developed goals. Instrument #3 is intended for this purpose. From it, a district may elect to develop a similar instrument to arrange its goals in a priority order.

Who should be involved?

A fair investigation of the school's present implementation of any program should ideally involve a broad and comprehensive questioning procedure. However, time and expense limitations may influence the size of the participant group. If Goal Setting Task Force members decide to check on present implementation before setting priorities, they may wish to contact some of the same categories of people that were surveyed with Instrument #1. Perhaps a fair assessment could be drawn from equal numbers of students, former students, parents of students, teachers or administrators, and local employers. All of these people should be able to speak with some knowledge of what schools are now achieving with respect to the suggested traits.

Present students, teachers and parents could easily be contacted in large numbers. Former students and local employers of former students might be harder to locate in a short time. Care should be taken to identify as representative a sampling as possible, even though it may be necessary to limit the size of the sample because of available money and time.

Costs for this phase should be minor, consisting of letters and postage to the participants who must be reached by mail (graduates away at college, parents and employers). If students, teachers and employers can be contacted personally when given the instrument, this would help assure better understanding and compliance. Additional cost would be the reproduction of enough instruments to supply each participant and committee member and extras for use as tally sheets.

From the time the Task Force begins this phase, it might take up to three weeks for the instruments to be distributed and returned. Allowing an additional week for tabulation and analysis, a total of four weeks might complete this phase.

Goals in need of immediate attention are now known. The Career Education effort, having a clearly defined target, is ready to proceed with activities to identify and implement programs to meet the needs reflected in the priority goal statements.

SAMPLE INSTRUMENTS

A. Important Individual Traits
B. The Role of the School
C. Program Analysis

(Sample letter for Instrument #1)

SAMPLE

Dear Citizen:

The enclosed survey questionnaire is being sent to you by the (Goal Setting Task Force) appointed by the Career Education Citizen's Advisory Committee of your public schools. The immediate purpose of the Task Force is to survey community ideas about what schools should attempt to do for students. Its final objective is to improve the school curriculum.

We ask your cooperation in filling out the enclosed form so that we can obtain a well-grounded expression of opinion from several varied groups in the community--parents, students, graduates, and other community residents. With your help we hope to determine what traits and skills children should develop from kindergarten through graduation and throughout their lifetimes.

You are asked to check one box after each item on the form labeled "Important Individual Traits," showing whether you think each trait is very important, above average in importance, important, somewhat important, or not important.

You may have many additional suggestions of traits or skills that are important. Please write these in on the last page and add another sheet if necessary.

There is no need to sign the form. A number on the questionnaire will indicate to those tabulating scores whether the reply comes from a student, parent, or other group, and no other identification will be needed or used. Results of the survey will be publicized when the study is completed.

Deadline for return of the form is ____________________ and we ask you to complete it as promptly as possible and mail it back in the self-addressed envelope enclosed, which requires no postage. Again, we thank you for your participation.

Yours sincerely,

IMPORTANT INDIVIDUAL TRAITS AND SKILLS

This form is part of a survey being done for your school to help school and community people plan to maintain and improve the quality of the school program.

Please contribute to this effort by completing and promptly returning this form.

(Sample Instructions for Instrument #1)

Instrument #1

IMPORTANT INDIVIDUAL TRAITS

DIRECTIONS:

While reading each item on this form, ask yourself this question: "To what extent is this trait or skill important to me as I live my life?" Check the box that most closely describes your opinion. On the final page please add any further traits that you feel are important.

The following traits or skills are:	Very important	Above average in importance	Important	Somewhat important	Not important
1. Ability to perform mathematical operations and to handle math concepts.					
2. Knowledgeable about personal characteristics as well as those of others.					
3. Ability to comprehend ideas through reading and writing.					
4. Recognition that self-development is a life long process.					
5. Ability to communicate ideas through reading and writing.					
6. Understanding individual and group aspects of behavior.					
7. Having personal values and approaches to living that are enriched by experience in the physical sciences, social sciences, humanities, and creative arts.					
8. Possess and apply interpersonal skills.					
9. Have good safety and health habits.					
10. Able to identify and explore a variety of alternative occupational roles and settings.					
11. Have employability skills.					
12. Have a saleable skill.					

The following traits or skills are:	Very important	Above average in importance	Important	Somewhat important	Not important
13. Recognition of various educational alternatives and now they might apply those opportunities.					
14. Understanding the value systems, cultures, customs, and histories of their own heritage as well as of others.					
15. Having decision-making skills.					
16. Assuming increasing responsibility for learning.					
17. Having the knowledge and the skills necessary to implement career plans.					
18. Having the knowledge and respect necessary for the appreciation, maintenance, protection, and improvement of the physical environment.					
19. Understanding of the life roles (occupational, leisure, citizen and family) of man.					
20. Ability to apply rational, intellectual processes to the identification, consideration, and solution of problems.					
21. Having the necessary skills to make modifications in career plans to maintain consistency with changing career goals.					
22. Valuing human differences, understand and act in a responsible manner on current social issues, and to participate in society and government while seeking to improve them.					
23.					
24.					
25.					

SAMPLE MEMORANDUM

Date

To:

From:

Subject: Determining the Role of the School

A meeting has been arranged on ______________________ at the ___________________________ to initiate the second major step in a Goal Setting Project which is under way at the school. At this meeting the group will consider the list of traits and skills persons in our community identified as important to individuals as they live. You will be asked to discuss the responsibility of the school, the home, the community, and business-industry-labor in developing individuals with these traits. After the discussion each person will be asked to complete the attached form independently.

SAMPLE

The results of this meeting will be used to prepare materials to determine priority goals for the school.

Your attendance and cooperation will be sincerely appreciated.

(Sample memo for Instrument #2)

THE ROLE OF THE SCHOOL

This form is part of a survey being done for your school to help school and community people plan to maintain and improve the quality of the school program.

Please contribute to this effort by completing and promptly returning this form.

MICHIGAN
CAREER
EDUCATION

(Sample instructions for Instrument Number 2)

Instrument #2

THE ROLE OF THE SCHOOL

DIRECTIONS:

1. Review all of the following traits.
2. Using the following rating scale, indicate the responsibilities of each of the groups in developing each trait by placing an appropriate number in each block.
   0 - No responsibility
   1 - Some responsibility
   2 - Major responsibility

	Home	School	Community (church, clubs)	Business-Industry-Labor
1.				
2. (Place Results of Step 1 Here)				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14. Etc.				

GOALS SETTING TASK FORCE
School Address
Etc.

SAMPLE

Dear Citizen:

As one who is familiar with the schools or the products of the schools of this community, we should like to ask your cooperation in completing the enclosed evaluation form. "Program Analysis" is designed to help determine how well the schools are presently developing or teaching certain skills and traits recently identified as important by members of this community.

We would appreciate your cooperation in reading the list of traits and marking how much you think the schools are presently doing to develop these traits. Instructions are attached to the questionnaire.

Please return the form as promptly as possible in the self-addressed envelope enclosed. Deadline for replies is ______________________. Thank you.

(Sample letter for Instrument #3)

PROGRAM ANALYSIS

This questionnaire will be used to help determine how well your schools are developing the traits listed on the attached questionnaire. Please mark the following questions to show how well you think each trait or skill is being taught at present. Check the box that best applies to each trait: doing nothing, doing very little, reasonably effective, effective, or completely effective. Return the form as soon as possible.

MICHIGAN
CAREER
EDUCATION

(Sample Instructions for Instrument #3)

Instrument #3

PROGRAM ANALYSIS

DIRECTIONS:

Following are traits which people in your community feel are important for schools to develop. Based on what you know about the present school program, please check the box which best describes your opinions. Leave any space blank if you feel you do not know enough to respond.

In developing the following traits I feel the schools are:

	Doing nothing	Doing very little	Reasonably effective	Effective	Completely effective
1.					
2.					
3.					
4. (Use Results of Step 3 Here)					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

GUIDELINES

FOR

CAREER EDUCATION PROGRAMMING

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MICHIGAN DEPARTMENT OF EDUCATION
Lansing, Michigan

Michigan Department of Education
Lansing, Michigan

The Career Education concept has captured the interest of many people, who have demonstrated this interest in many ways. Some, who are educators, have begun programs which deal with some aspect of the concept. Representatives of labor and business have vigorously promoted awareness of the concept and its use.

Members of the State Board of Education reviewed the concept early in 1973 as they examined a position paper on Career Education. The subsequent redrafts of this paper, its referral to the Michigan Career Education Advisory Commission, and its approval by the State Board provide a basis for Career Education in Michigan.

Many school districts have received funds to conduct exemplary Career Education projects. Results from these projects have added impetus to the Career Education movement.

The 77th Session of the Michigan Legislature passed Act 97 of the Public Acts of 1974, which requires the State Board of Education to create a series of Career Education advisory bodies. It further requires that the State Board develop goals and guidelines for Career Education and that local education agencies plan Career Education programs.

In responding to the Legislature's charge, this document reflects the provisions of Act 97, deliberations by the State Board and the Advisory Commission, and the thinking of many other agencies, organizations and people. It is fitting that so many are involved, because business, labor, parents, students, and educators share responsibility for the development and operation of Career Education. Such community of responsibility holds great promise for joining schools with society in a manner which will benefit all.

John W. Porter
Superintendent of Public Instruction

FOREWORD

Public Act 97

Public Act 97 of the Public Acts of 1974, "The Career Education Act," provides an important addition to the already growing incentive, initiative and activity related to Career Education. Through this Act, the Legislature has focused efforts to extend the benefits of Career Education to all Michigan youth. These guidelines are an important step toward taking advantage of the opportunity presented by the Career Education Act.

Guidelines

These guidelines are an extension of the Act itself, presenting general explanations and suggestions that can hasten the journey from statutory provision toward actual operation of Career Education. They emphasize the role of organizations and people in implementing Career Education and outline the essential and desirable elements of a Career Education program.

Handbook for Implementation

While this document is not a book of recipes for implementing Career Education, it does lay a foundation for building an operational model. As the Career Education effort progresses, a Handbook for Implementation, now under development, will supplement the guidelines. The Handbook will amplify and detail the guidelines by presenting ideas, materials, and other aid for installing and operating Career Education in Michigan schools.

GUIDELINES FOR CAREER EDUCATION PROGRAMMING

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GUIDELINES FOR CAREER EDUCATION PROGRAMMING

The notion of Career Education is not totally new on the educational scene. Educators and non-educators alike have identified its antecedents in the philosophies and practices which have existed throughout the history of formal education. However, few will deny the appearance, over the past years or so, of a new zeal for some older notions under the banner of "career education."

Career Education, at first a nebulous concept and a term of uncertain meaning, has steadily grown in conceptual sophistication, practical application, and public support. It has gained the attention of most segments of our population. With or without outside incentives, an increasing number of schools are planning and implementing Career Education programs. In many places, shared school and community enthusiasm for Career Education is unprecedented among the numerous educational movements over the years.

Mindful of these developments, legislators enacted the "Career Education Act" during their 1974 session. This act requires that the State, each Career Education Planning District, and each local education agency, including intermediate school districts, develop a comprehensive plan for the implementation of Career Education within its area of authority and responsibility. In addition, the Act formalizes and enlarges the idea of Career Education Planning Districts. And, finally, it requires an occupational information system, a professional development plan, various advisory bodies, and periodic evaluation.*

Act 97 will likely become the cornerstone of Career Education in Michigan. The activity which has occurred and will occur in the future to implement the intent of this legislation potentially will affect the life of every Michigan youth.

* For the full text of the Act, see Appendix A.

CAREER EDUCATION AS A CONCEPT

Nationally and in Michigan, much has been said and done to define Career Education. In Michigan, the conceptual definition appears in a paper entitled "Career Education as a Concept."* Soon after the Career Education Advisory Commission was established under Section (3) of the Career Education Act, it presented the paper for approval to the State Board of Education. The State Board approved the paper as a basic statement to guide future activities of the Commission and action on related matters by the Board itself.

The Commission and the Board use the terms "career preparation" and "career development" as the two basic categories within Career Education.

"Career Preparation," conceived more broadly than its usual and literal definition, denotes the acquisition of the knowledge and skills necessary for a person to implement career decisions and plans. It includes most of the existing content of academic and vocational education programs.

"Career Development" is the acquisition of the knowledge, skills, and experiences an individual needs to explore, plan and establish life roles. It is divided into four components: self-awareness and assessment, career awareness and exploration, career decision-making, and career planning and placement. Typically, no formal program of career development exists in the traditional school program.

Development of operational Career Education programs requires specification beyond the bare bones of general definition. Statements of goals and of performance objectives provide the next steps needed to coordinate programs, design delivery systems, and plan evaluation.

To guide local education agencies in planning Career Education programs, the Commission and State Board recommend the adoption or adaption of four sets of goals and performance objectives or indicators. These goals, objectives and indicators have been either published by the Department or are in working draft form. Taken as a whole, these goals

* For the full text of this paper, see Appendix B.

objectives and indicators constitute the target for Career Education in Michigan. The four sets of statements are:

Goals

1. Consistent with the broad definition of Career Education programs, the Commission and State Board recommend use of the work of a statewide task force that identified goals for Michigan education. The goals, identified in months of work and numerous public hearings, are categorized into the areas of citizenship and morality, democracy and equal opportunity, student learning, and ongoing educational improvement. Published by the Department of Education in 1971 as *The Common Goals of Michigan Education*, it is in its fifth printing.

Objectives for Career Preparation

2. and 3. In the Career Preparation category of Career Education, the Commission and State Board recommend two sets of performance objectives. Developed in recent years by large and diverse groups of Michigan educators, the objectives focus on most of the academic and vocational instructional programs. Objectives for academic programs appear in a series of Department publications usually referred to as "Minimal Performance Objectives." Vocational Education objectives are published in loose-leaf form as a report of the project that produced them, the (vocational-technical) "Performance Objectives Development Project."

Objectives for Career Development

4. The Commission and State Board recommend, as Career Development outcomes, the goals and performance indicators that appear in *A Reference Guide: Goals and Performance Indicators*, now in working draft form. Compiled and developed from career development efforts in Michigan and nationally, this collection and organization of goals and behavioral statements reflects the best current knowledge of Career Development concepts.

Implications for implementation

In implementing Career Education in schools, the pervasiveness of the concept should be reflected in planning and operating programs--i.e., the learning experiences needed to assist all students in living, learning, and working should be *infused* or *blended* into existing instructional curriculums and guidance programs.

Strategies to assist local agencies with "infusing" and "blending" will appear in a future publication, a *Handbook for Implementation*. The handbook, now in preparation, will reflect an examination of experimental and demonstration projects in Michigan and throughout the United States.

ORGANIZING AND PLANNING

The "Career Education Act"* commits the State to planning a comprehensive delivery system for Career Education which captures the potential of existing organizations and institutions. It follows that numerous Michigan organizations must work cooperatively to implement Career Education. The major organizations, their tasks and their respective statutory references in the Act* are:

1. The State Board of Education specifies policies and requirements for the development, implementation, and evaluation of Career Education programs. It recommends goals and guidelines for a comprehensive, statewide Career Education program. In meeting these responsibilities, it receives information and advice from the State Career Education Advisory Commission. (Section 5 (1,2))

2. The Career Education Advisory Commission, consisting of 20 members, serves in an advisory capacity to the State Board and Department of Education. (Section 3)

3. The Michigan Department of Education provides technical assistance to the Advisory Commission and carries out policies and requirements specified by the State Board. (Sections 8 and 9)

4. Career Education Planning Districts (CEPDs), authorized by the Act and established by the State Board, consist of geographically contiguous local education agencies. CEPDs serve as organizational units between State and local units in promoting, planning, and coordinating the development of local Career Education programs. (Section 6 (1))

   With the cooperation of intermediate school district or community college staffs, CEPDs are charged with the immediate task of aiding local educational agencies to meet their responsibilities to:

   a. create an awareness of, understanding of, and receptivity to Career Education among members of the educational system and community,

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* Act 97 of the Public Acts of 1974. See the Appendix for the full text.

b. organize the educational system and community for the effective planning and implementation of Career Education, and

c. generate, by September 1, 1975, an initial Career Education plan for the 1975-76 school year. This initial plan must include, at the minimum, plans to:

    (1) establish goals for Career Education in the locality,

    (2) prioritize those goals,

    (3) initiate action to begin or improve efforts to reach high priority goals, and

    (4) generate, annually, a comprehensive Career Education plan for each subsequent school year.

5. Intermediate School Districts are responsible for cooperation with their respective CEPDs' activities in support of local school district Career Education efforts. Their Career Education responsibilities, of course, are subject to the provisions of the general school code. (Section 2(c) and Section 7)

6. Career Education Planning District Councils each consist of up to 20 members nominated by local education agencies in their respective CEPD and selected by the Board of the Intermediate School District in which they are constituent. A council serves in an advisory capacity and develops a comprehensive Career Education plan for the CEPD. (Section 6 (2))

7. Local Education Agencies (LEAs) are the local and intermediate school districts and their boards. They are to develop comprehensive plans for the implementation and operation of Career Education programs. (Section 2(c) and Section 7)

   LEAs are charged with the immediate task of:

   a. creating an awareness of, understanding of and receptivity for Career Education among the educational system and community,

   b. organizing the educational system and the community for the effective planning and implementation of Career Education, and

c. generating, by September 1, 1975, an initial Career Education plan for the 1975-76 school year. This initial plan must include, at the minimum, plans to:

  (1) establish goals for Career Education in the locality,

  (2) prioritize those goals,

  (3) initiate action or improve efforts to reach high priority goals, and

  (4) generate, annually, a comprehensive Career Education plan for each subsequent school year.

Specific information to aid in the achievement of goals "a" through "c" will appear in the Handbook for Implementation. Local education agencies, in cooperation with their CEPD, are encouraged to initiate activities on "a" and "b" immediately. Planning suggestions and requirements for the Career Education plan, now under development, will aid substantially in generating the initial plan when they become available.

8. Postsecondary Agencies are the public colleges and universities of Michigan. Their responsibilities to Career Education are: (Section 5 (2))

   a. to provide, as appropriate, preservice professional preparation to all future instructional, administrative and counseling personnel now in training for educational careers with a view towards employment in Michigan's K-12 Career Education programs, and

   b. to provide in-service assistance upon request to local educational agencies in order to help local school district personnel prepare themselves for their roles in implementing Career Education.

9. The Community of which a local school is part should play a major role in local Career Education planning and implementation. The local education agencies should take the initiative in increasing the participation of parents, students, business, industry and labor in the educational process. The Handbook for Implementation includes suggestions for involving people of the community with an advisory body and with specific tasks such as the development of goals and priorities for education. (Section 3, 6 (2))

ELEMENTS OF COMPREHENSIVE CAREER EDUCATION

Comprehensive Career Education involves many new as well as existing components. This section presents a discussion of key elements of comprehensive Career Education. While in no way including an exhaustive list or discussion, the following pages begin to establish a Michigan model for Career Education.

Through the efforts and determination of people in each of the organizations and agencies in the educational system, the discussion on the following pages can help to make Career Education a reality in all schools in Michigan.

The nine elements are:

1. Instruction
2. Guidance
3. Placement
4. Evaluation
5. Professional Development
6. Occupational Information System
7. Media
8. Advisory Groups
9. The Career Education Team

The existing instructional program has been described as a delivery system focused upon career preparation content. Existing programs are already, therefore, a vital component in the total Career Education delivery system. However, providing career preparation instruction alone does not draw out the full potential of existing programs. Through an infusion process, these same programs (math, language, arts, science, vocational programs, etc.) have the potential to deliver career development instruction as well.

The infusion process

The process of infusion was developed and practiced by Career Education pioneers. A strength of using the process is that a teacher can use a single set of instructional strategies to target on both career development and career preparation outcomes. Techniques for infusion include modification of routine teaching style and incorporation or substitution of examples or applications drawn from the world outside. Applying the infusion strategy to the K-12 program, to all subjects and ability levels, results in a curriculum which epitomizes the nature and intent of Career Education.

Career exploration

Adding a career exploration program to the infusion strategy in a K-12 curriculum captures still more of the potential of an instructional program. A Career Education instructional program, developed and delivered with extensive involvement of counselors and community representatives, extends the walls of the classroom beyond the school to include resources not commonly found in the traditional instructional program. Additional information on the infusion process and in-service suggestions for implementing it are included in the Handbook for Implementation.

Program delivery roles

The responsibility for actually delivering a Career Education instructional program rests primarily on the local educational institutions, including K-12 and intermediate school districts, colleges and universities. Teachers and counselors are responsible for subject matter that enables the student to develop and pursue life goals.

At both the local and intermediate levels, administrators are responsible for providing appropriate resources to teachers and counselors and assuring that the efforts of the instructional and career guidance staff are coordinated and cohesive throughout the K-12 curriculum. Goals and objectives of Career Education will need to provide specific guidelines to those with instructional guidance and administrative responsibilities.

Media specialists play a central role in helping teachers and counselors to choose and use appropriate materials. Media specialists can also assist the administrative staff in proposing alternative strategies to coordinate the use of materials across subject matter areas.

Community involvement

Board members are responsible for developing policies which further the aims of Career Education, including the acquisition of resources and setting priorities for their use. Parents, students, business, industry and labor play the vital role of maintaining communication between the needs of the community and the school's educational process. Together, teachers, counselors, administrators, board members, and people of the community must assume responsibility for Career Education and share in its support.

The role of career guidance in Career Education must be one of responsiveness to the needs of each student to develop a positive self concept and a career plan to actualize that self concept in living, learning, and working. Guidance and counseling professionals must reinterpret their traditional role of dealing with crises and problem solving to address fully goal-oriented career guidance services to students. This new role implies more direct contact with groups of students and more facilitative and consultative work with teachers.

Local schools continue to have major responsibility for career guidance. However, successful and effective Career Education places additional emphasis on the need for counselors in all schools. Policy and administrative decisions should support and facilitate that emphasis.

To become part of a Career Education effort, career guidance must incorporate the four career development components: (1) self awareness and assessment, (2) career awareness and exploration, (3) career decision-making, and (4) career planning and placement. It is crucial that both teachers and counselors accept joint responsibility for meeting objectives based on those four components. If students are to receive even minimally adequate career development experiences, teachers and counselors must work together, each contributing the unique talents of each one's profession.

Career guidance staff can make unique contributions to the Career Education effort:

1. Career guidance staff historically have had the responsibility for career development content (self awareness and assessment, career exploration, decision-making and planning). In working cooperatively with teachers, counselors can help infuse this content into both instruction and guidance.

2. Career guidance staff have experience and skills in dealing with personal values, attitudes, decision-making and planning. This experience and skill, invaluable in individual counseling, is equally important in designing

programs to provide groups of students with opportunities for clarifying their values, exploring careers, and makdecisions.

3. Career guidance staff are often in a position to identify and advocate the student's point of view.

4. Career guidance staff have the skills and flexibility to consult with teachers and parents about their concerns and needs in the Career Education effort and to help design activities to meet these needs.

5. Career guidance staff have access to and experience in interpreting and gathering occupational, educational, and test information which makes them a valuable resource in designing individual student explorations and/or schoolwide exploration programs.

6. Experience in using occupational, educational, and test data also makes the career guidance staff helpful in identifying appropriate services to individual students as part of a placement program.

Administrator's role

The administrator's role in career guidance is to enable and encourage the counselor's participation in the career guidance and instructional efforts. In addition, he or she is responsible for making certain that teachers and counselors understand and act on their individual and cooperative responsibilities.

PLACEMENT

More than job placement

A comprehensive Career Education program is not complete if it does not actively and directly assist students to place themselves in their chosen roles.

Student placement services can do more than helping a student to find a job or an opening for additional education upon leaving school. They can also provide direct support of ongoing educational programs including career exploration and job preparation programs. Career development performance indicators which more fully describe the placement function appear in the career planning and placement section of the Reference Guide: Goals and Performance Indicators.

Local and area placement

Placement, in the sense of the "Career Education Act," implies a broad role for educational agencies in providing comprehensive placement services for all students. Additional guidelines for comprehensive local and area placement programs are under development and will become part of the Handbook for Implementation.

Section 4 (1) of the "Career Education Act" requires Department of Education evaluation of the current status of State, regional, and local efforts in Career Education. In addition, Section 7 requires each local education agency to make annual evaluations and recommendations for its Career Education program.

Each local education agency will base its annual evaluation on objectives which it has set for that year's activity. Some specifications for conducting the evaluation and reporting the results are part of the forthcoming Handbook for Implementation.

One of the important tasks that each school district will need to perform as it initiates Career Education is to plan for a staff development program. This program will assist existing school personnel in becoming acquainted with the concepts of Career Education; defining the new roles that teachers, counselors, and administrators will play in implementing Career Education, and developing the skills needed to make Career Education work.

School systems, upon final analysis, are more dependent on people than they are on buildings, books, or gadgets. If Career Education is to change schools, then it must somehow help the people who run the schools to change. That is why professional development should be a major part of every local educational agency and CEPD Career Education plan just as surely as establishing the district's goals and objectives will be part of those plans.

As each local educational agency and CEPD goes about setting its goals and priorities, it needs to begin to identify the probable human resource requirements of each objective. It is essential that the districts:

a) Review the roles that district personnel currently perform.

b) Identify the new or modified responsibilities or tasks that school district personnel will be required to perform in order to implement Career Education.

c) Identify the new skills, knowledge and/or capabilities that the district staff will need to call upon in order to fulfill their assignments in Career Education.

d) Assess the degree to which the school district's current personnel do or do not have those prerequisite skills, knowledges, and abilities needed for Career Education.

e) Determine, in light of the district's Career Education priorities and in view of the current local educational agency staff abilities, which personnel needs related to Career Education will have to be addressed through an in-service program.

f) Review available resources (materials, consultants, funds) that can be utilized in meeting the district's personnel development needs for implementing Career Education.

g) Design a Career Education staff development plan by means of which the district's current staff will be ready, willing and able to fulfill their roles in Career Education precisely at the same time as the district's new Career Education programs are ready for implementation in the schools.

Planning

Obviously, the tasks required to prepare local educational agency staffs for Career Education are complex, challenging and time consuming. The most critical step is to include personnel development activities in the local district's basic plan for Career Education from the beginning. Every local educational agency and CEPD must plan to bring staff along each step of the way right from the start if they are to accomplish any real change towards Career Education.

Assistance to local districts

To assist local districts in planning and implementing a Career Education staff development program, the Department has:

a) produced in-service materials,

b) trained selected university faculty (teacher and counselor educators), and

c) entered into a cooperative relationship known as the Career Education Consortium with several teacher education institutions to encourage more flexibility in meeting local educational agency in-service needs.

Further information about these in-service materials and resource consultants can be obtained from the Department and will be included in the Handbook for Implementation.

Adequate Career Education instructional programs and guidance services are not possible without timely, accurate, and accessible occupational and other career planning information. Compliance with Section 8 of the "Career Education Act" requires the use of an occupational information system. Such a system must include up-to-date information concerning current and future job opportunities, educational requirements, working conditions, where training is available and related job and education information. Information systems which meet these needs to varying degrees are available to local educational agencies. Some of these systems are inexpensive paper and microfiche systems; others are computer-based but provide more extensive information processing.

Local education agencies should provide access to an occupational information system that will meet the widest range of user needs that they can afford. Users of an occupational information system include not only students, but also teachers and counselors, as they plan and deliver instruction and guidance under the Career Education concept.

Additional suggestions and standards for occupational information systems will be provided in the Handbook for Implementation.

Media and other instructional materials are more essential than ever before to the educational system implementing Career Education. The potential for creating public understanding and for the curriculum that media services provide cannot be overlooked.

To aid in the effective use of commercial instructional materials, a resource guide for Career Education is under development. This guide will enable local education agencies, intermediate school districts, CEPDs, and Regional Education Media Centers to provide support services to teachers and counselors.

ADVISORY GROUPS

Community involvement

The "Career Education Act" establishes Career Education advisory bodies at the state and CEPD levels. In addition, the statute calls for the broad involvement of the community in the entire Career Education effort. The past experiences of Career Education projects in Michigan and throughout the United States have established broad community participation as basic to a successful Career Education effort.

State Advisory Commission

The statute specified the duties and membership of both the State level and CEPD level groups. The State Advisory Commission has been organized and is functioning in a manner consistent with the law. As the CEPD councils are formed, care must be taken to meet the membership requirements of the act. They are:

CEPD Council

The membership shall not exceed 20, of which not more than one half shall represent the education profession, and shall include representatives of local and intermediate board members and administrators, the arts, business or industry, a labor organization or manpower agency, parents, teachers, counselors, and students. Other local educational agencies shall be represented by nonvoting, ex-officio members.

Community advisory committees

Broad community participation can not stop, however, with the establishment of advisory bodies at the state and CEPD level. As suggested in the Handbook for Implementation, local educational agencies are encouraged to establish a direct link with the CEPD council or to establish a local advisory body. The Handbook will also include references related to the effective use of advisory bodies.

The instructional and guidance staffs are the most basic actors in implementing a policy of broad community involvement. As curriculum plans are developed and delivered, teachers, counselors, and students should be encouraged to involve the community and assisted in their attempts to do so.

THE CAREER EDUCATION TEAM

Changes in roles

Implementing Career Education within existing organizations and agencies creates a need for changes in role definitions within each agency or organization. Career Education requires changes in people, perhaps more than change in any other regard. Responsibilities exist at all levels for action to implement Career Education. Each of the persons involved in the educational system must examine the Career Education concept for implications for their position or unique capabilities.

The Board of Education membership can legitimate the effort, facilitate efforts, and prevent false starts or extraneous effort by becoming knowledgeable and interested, and by taking appropriate actions.

The superintendent must assume a leadership role by informing, allocating, and coordinating. Mid-management--principals at LEAs for example--must also become allocators, coordinators, and information specialists. In addition, principals must establish an enthusiastic and receptive atmosphere for change. The principal and/or curriculum specialist shares a quality control responsibility with others but is in a key role to provide vital articulation efforts. Teachers and counselors are the absolute cornerstone of the effort. They must plan, conduct, and improve the Career Education curriculum. In brief, they must become specialists in career development as well as continue their expertise in their particular subject area.

University faculty must become flexible and responsive as they become involved in pre-service and more extensive in-service for Career Education. New members of the educational team must be solicited. New more active roles for parents, labor, business, industry and other community interests are essential to the concept of Career Education.

Everyone involved must become part of a team, cooperatively filling voids, leading, and learning almost simultaneously.

CEPD coordinators must become liaison persons to all service areas of the Michigan Department of Education and become involved in all aspects of Career Preparation and Career Development planning. The Department must assign liaison staff in all appropriate service areas to promote communication with the CEPD coordinator.

PARTNERSHIPS IN CAREER EDUCATION

......proven techniques of bringing the community and schools together for a common purpose.......Career Education

Lewis Easterling

In cooperation with: Michigan Chamber of Commerce
Michigan Department of Education

Partnerships in Career Education

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INTRODUCTION

The purpose of this document is to illustrate some of the guidelines, ideas, activities and methods on which the business-industry-labor-government community can collaborate with the schools, within the concept of Career Education. This information is not intended to be accepted as rules to be strictly adhered to, but rather as guidelines. We would expect you to use your talents to develop your own plans to reflect the unique needs and resources of your community, your school, your classroom, and your students. This information concentrates on the work goal of Career Education because that is the area of expertise of the business-industry-labor community.

The need for collaboration between the community and the schools to achieve the successful implementation of a complete program of Career Education was endorsed by the Michigan Career Education Advisory Commission January 6, 1975. This was one of the strongest themes of the Concept Paper on Career Education adopted by the Commission on that date. The definition of Career Education developed by the Commission and subsequently adopted by the State Board reads as follows:

> Career Education - "Career Education" is the delivering to all students, of skills which will provide them with the ability to explore, understand and perform in their life roles while learning, working and living. All elements of education have a role to play in Career Education and in addition, the implementation of life roles requires the participation of the school and the total community in a cooperative relationship. The various segments of Career Education generally separate into two broad categories, those being Career Development and Career Preparation.

We can assist educators in preparing students for employment, but assist is the key word. It is imperative that the educator, when requesting assistance from the business-industry-labor community, have specific plans developed for

"It seems obvious that before businessmen and educators can fully understand one another and begin to work to improve the system jointly, they must talk to each other."

--Business and Education: A
Fragile Partnership
The Conference Board

this assistance before approaching these employers and employees. For example, if you request a resource person to speak to a class, make sure that the resource person has a clear understanding of what you expect him or her to do and how much time will be allocated to the presentation, define the general characteristics of the student audience so that he or she can tailor his or her presentation to that audience, and spell out the specific information that you wish the students to learn from this presentation.

Finding community resources

We also realize that an individual educator may not know where to find community resources and may waste valuable time in attempting to make arrangements for a resource person or a field trip. For these reasons, we are including the information on the "Career Education Action Council." This council will serve as a clearinghouse for community resources that will allow the educator to request, by a single phone call, a specific type of resource person or field trip, and the council will make all the necessary arrangements.

For too long, business-labor-government and education have traveled separate freeways and have communicated with each other only in periods of crisis. We believe Career Education can be the vehicle that will create a partnership between these diverse segments of society in helping students to cope in their life roles of living, learning and working.

THE PARTNERSHIP

A rationale

Career Education - an idea whose time has come! This concept has been rapidly gaining support from both educators and the public. It is seldom that an idea captures the imagination of so many different segments of the community. The public is asking, "Why don't you do it?" and educators are asking, "How can we do it?". This handbook will answer both of these questions.

Career Education combines the academic world and the world of work. It must be available at all levels of education

> "Career Education may be the single most important and substantial thrust in this century in public education...I don't pretend to suggest that the concept and strategy of career education is a magic cure-all for all the ills affecting our present day society or even for all the problems we educators have with our system of education. What I do suggest, however, is that career education is the best approach I know for us to attain the legitimate goals of education."
>
> --Dr. W. P. Shafstall, Superintendent
> Arizona Department of Education

from pre-school through the university. Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters of occupations, and career preparation for all students; as well as preparation for the various other life roles of the adult citizen.

Career Education has for one of its basic goals the preparation for making a living--the preparation for work--but it does not say that work must be the only--or even the most important goal for every student or for every school. It does emphasize that every student should have a salable entry level skill upon leaving formal education.

Career Education's major goals are:

-learning to live
-learning to learn
-learning to make a living

Career Education identifies with:

-all students
-at all levels of education
-with all age groups
-with all subject matter

and relates to all occupations.

From this brief definition of Career Education it is apparent that educators cannot do it by themselves. If "work" is to be one of the basic goals of education, then that goal will require employers and employees to work with and within our schools. This, then, is the answer to the public's question to the educator: "Why don't you do it?". Educators cannot do it by themselves.

A cooperative approach is required to implement a complete program of Career Education. It cannot become a reality unless business, industry, labor, government and the total community form a partnership with the schools to help make work possible, meaningful and satisfying for all of our young people.

"We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities. We don't want to make people do things--we want to let them find ways of doing things. We aren't as interested in the something they become as the someone they become."

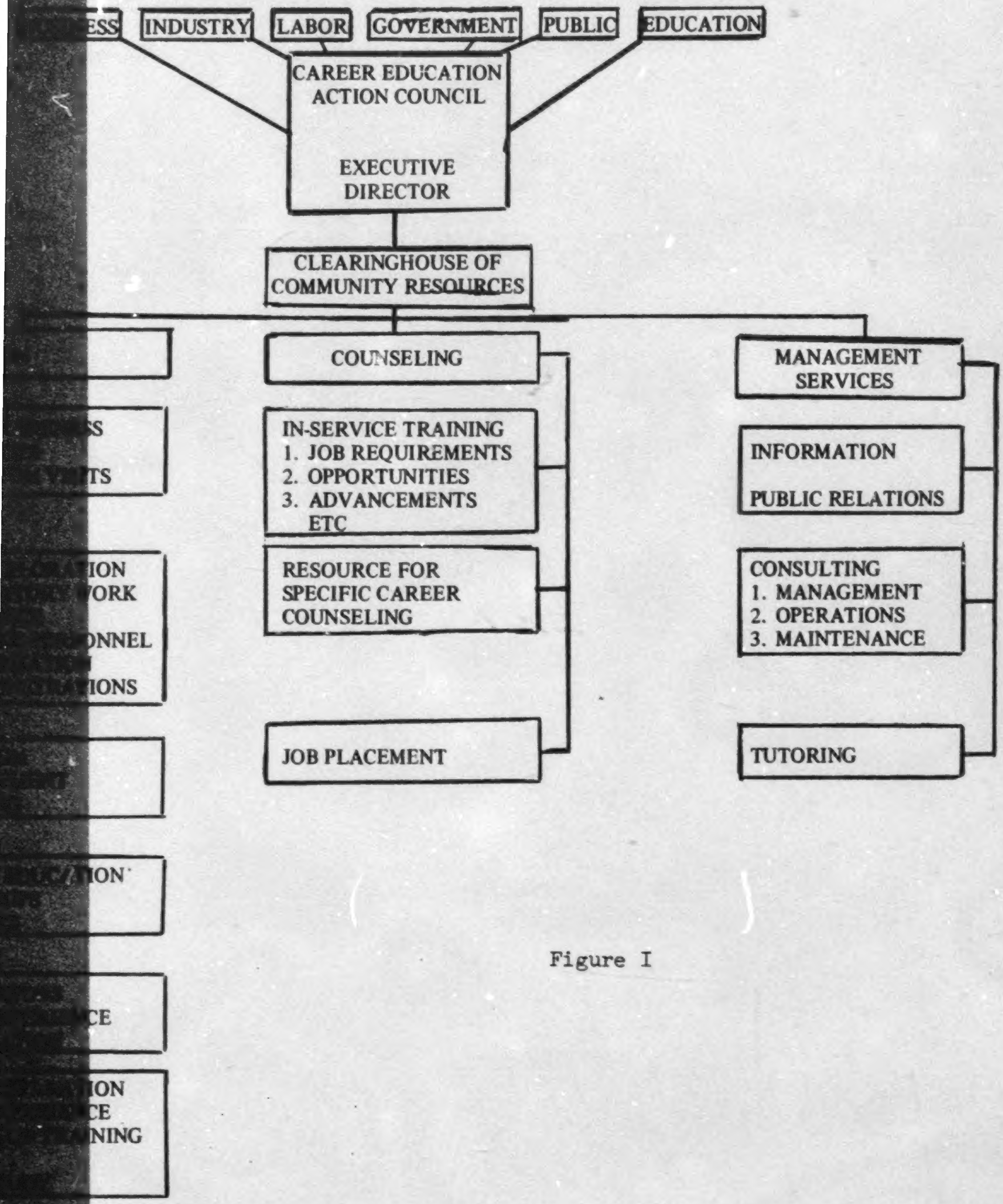
--Dr. Kenneth B. Hoyt
Associate Commissioner for
Career Education
U.S. Office of Education

Format for
this booklet

The rest of this booklet will deal with the educator's question: "How can we do it?". We will explore, and illustrate, specific ways in which the community can collaborate with the schools to implement Career Education. Figure I lays out the format for this booklet. Following the pattern of this chart, we will speak of the Career Education Council and the Clearinghouse of Community Resources, and then illustrate specific ways that employers and employees can work with the educator in the areas of instruction, counseling and management services.

"WHEREAS, the Career Education concept is founded on the principle that all elements and segments of our society must work together for maximum development of our human resources."
--Senate Concurrent Resolution No. 357 June, 1972

A PROPOSED MODEL FOR A CAREER EDUCATION ACTION COUNCIL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INDUSTRY
LABOR
GOVERNMENT
PUBLIC
EDUCATION
CAREER EDUCATION ACTION COUNCIL
EXECUTIVE DIRECTOR
CLEARINGHOUSE OF COMMUNITY RESOURCES
COUNSELING
IN-SERVICE TRAINING
1. JOB REQUIREMENTS
2. OPPORTUNITIES
3. ADVANCEMENTS ETC
RESOURCE FOR SPECIFIC CAREER COUNSELING
JOB PLACEMENT
MANAGEMENT SERVICES
INFORMATION
PUBLIC RELATIONS
CONSULTING
1. MANAGEMENT
2. OPERATIONS
3. MAINTENANCE
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Figure I

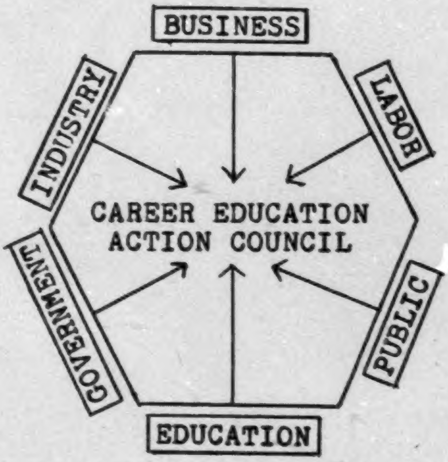
> "Good for the body is the work of the body; good for the soul is the work of the soul; and good for either is the work of the other."
>
> --Henry David Thoreau
> *Journal*, January 23, 1841

CAREER EDUCATION ACTION COUNCIL

It is essential that the resources of the community that can be used for Career Education be coordinated to meet the Career Education needs of the community. We believe that the only way this coordination can be effective is by the organization of a permanent vehicle staffed by a full-time director who will have responsibilities for:

1) Soliciting the support and involvement of the business-industry-labor community.
2) Designing programs in Career Education.
3) Promoting and selling the concept to the community.
4) Developing an inventory of community resources.

We have chosen to call this permanent vehicle a "Career Education Action Council." We have carefully avoided the word "advisory," because advice is not enough, we must have action. Let us explore in more detail the responsibilities of this council's director.



Soliciting support

"Soliciting the support and involvement of the business-industry-labor community." This responsibility requires that the director be able to effectively communicate with labor leaders, businessmen and industrialists. He must be well versed in the concept of Career Education and the benefits that will accrue to each group, as well as the benefits to society that we can expect from this partnership. It is essential that he gain the commitments of the key people--the president of each union local, the chief executive of the Chamber of Commerce and other business or industrial organizations. The chief executive officer of each major business and industry should also be contacted. The key to this initial effort is to gain the commitment of the key people in the community. Keep in mind that authority and responsibility can be delegated downward--it cannot be delegated upward.

Designing programs

"Designing programs in Career Education." The illustrations that follow in this handbook are guidelines, and only guidelines, that can be changed or modified to reflect the unique needs and desires of your local community. The director of the Council will have the responsibility of developing these guidelines to be used by the educators, the employers and the employees.

Promoting

"Promoting and selling of this concept to the community." This will require the director to be an effective speaker, a public relations man, and a salesman. By speaking to groups such as local service clubs, local organizations' boards of directors, community groups and parents the director can illustrate why we need Career Education, what it is, why the community is needed, and what contribution it can make.

Inventory

"Developing an inventory of community resources." Figure II illustrates a community resource questionnaire that can be used to develop an inventory of community resources. This will be illustrated in more detail in the next section, when we speak of the Clearinghouse of Community Resources.

"There are plenty of pitfalls (re: the future of Career Education). Perhaps the biggest one is the possibility that educators will make the mistake of viewing Career Education as something they can confine within the walls of the school building, without the full involvement of the community and its resources."

--Career Education-Current Trends
National School
Public Relations Association

A COMMUNITY RESOURCES QUESTIONAIRE

Figure II

our skills, talents and experiences with an individual student, or group of students, in your ecoming aware of the world of work or have expressed an interest in exploring in more detail ?

__________ No ____________________

____

u enjoy? ______________________________________

: Individuals __________________ or Groups __________________

you be willing to provide:

______________________ for teachers and counselors __________

____________________ for educators ____________________

oom ________________ for counseling ____________________

______________________ Company ____________________

____

____

Return to:
Career Education Action Council
Anytown, U.S.A.

---

ystem which has successfully utilized the resources of industry and t necessary to assign staff for this purpose, . . .this staff has lit- f many times over in terms of the incremental value of volunteered ices and monies contributed to the school system."

Samuel Burt
Strengthing Volunteer Industry Service to
Public Education

This responsibility will require the director to keep a record of all the resources in the community that can be used for Career Education. This record can be compiled while he is securing commitments from the business-industry-labor community and while promoting and selling the concept to the public.

Workshops and seminars

This director will also be charged with developing and conducting inservice workshops and seminars that will bring educators, employers, employees and students together in the many aspects of cooperation and collaboration that this partnership makes possible. He is in a situation where he will be able to orchestrate the many parts of education that must flow together if Career Education is to become a reality.

"....in the final analysis it is how each young person sees himself or herself, and the hopes and plans that build up in the mind that make the greatest difference. Career Education is not a subject. It is a set of influences, running through every part of education, and its work is mostly inside the person."

--Fred T. Wilhelms
What Should the Schools Teach?
Phi Delta Kappa Educational Foundation

CLEARINGHOUSE OF COMMUNITY RESOURCES

There are many community resources, both human and physical, that can be used within the Career Education concept. While soliciting support from the community, a record would be kept on those who were willing to become involved. This information could then be catalogued by area of preference and expertise.

A draftsman may only be interested in helping small groups of students to explore the field of drafting; another may be more interested in helping to counsel students and counselors in the specific qualifications that a draftsman must possess.

The catalog of community resources can be stratified by:

Instruction
Counseling
Management/Service

Instruction and counseling can be further stratified by the 15 career clusters or other clusters that are more appropriate for a given community.

Instruction:

Agri-Business & Natural Resources
Health
Public Service
Business Office
Environment
Communications-Media
Manufacturing
Hospitality-Recreation
Marketing-Distribution
Marine Science
Construction
Transportation
Consumer-Homemaking
Fine Arts-Humanities

Each career cluster is then broken down into specific occupations within that cluster.

"A whale ship was my Yale College and my Harvard."
--Herman Melville
Moby Dick

Construction:

Heavy Equipment Operation
Bricklayer
Plumbing & Heating
Carpenter
Iron Worker
Etc.
Etc.

Instructional area and resources

This information is further stratified by instructional area and resources.

	Physical Site Resources	Resources Person(s)
Career Awareness	Alstrom Construction Co. Name & Phone of contact person)	Mr. John Smith White Construction Co. Phone: 528-1340
Career Exploration	White Construction Co. (Name & Phone of contact person)	Mr. Jim Stebbins Purdy Building Co. Phone
Curriculum Design		Mr. Leonard Wiles Building Trades AFL-CIO Local 113
Work Experience	Gast Construction (Name & Phone of contact person)	

SAMPLE

The same will be done for counseling. Management and services will be stratified by the area of expertise of volunteers, be it in public relations, management or maintenance. This resource directory will be an invaluable tool for the Council in quickly and efficiently matching the needs of the classroom teacher or counselor or administrator with the available resources in the community.

A teacher may wish to have a resource person in medicine or maintenance. A call to the Council requesting such assistance at a certain time and a certain date will allow the Council to make such arrangements through this Clearinghouse of Community Resources. This service would also be available to all counselors and administrators to help them discharge their responsibilities.

"In a community, everyone should be considered both a resource person and a learner. Each person is asked if he would be willing to share with others his own skills, knowledge, interests, hobbies." --Dr. Ron Barnes, Director Education Planning
Minnesota Experimental City, Learning Systems for the Future
Phi Delta Kappa Educational Foundation

This aspect of Career Education is primarily the responsibility of the educators. They will help the students develop self awareness, to know who and what they are. But it also includes helping all students to be aware of the world of work. This will require the involvement of the business-industry-labor community.

Awareness of the world of work involves two major activities that the community can engage in: the field trip and the visits to the classroom by resource people who can answer students' questions on the skills of communication, computation and human relationships that this worker must have to be successful on his job.

The field trip must be carefully planned so that it makes the best use of the time of both the employers and the employees as well as the students. It should have definite objectives and the students should be briefed before the trip on what to expect and what to look for.

While experiencing the smell, the feel and the hearing is the best method of taking a field trip, it is unrealistic to expect the employer to host field trips day after day or even week after week. In this age of electronic communication it is possible for the field trip to be taken in the classroom by the use of video-tapes, film strips, or films on careers in local business, industry or government. These audio-visual aids can supplement the actual on-site visits.

One of the easiest ways of conducting a field trip is for the elementary teacher to take her students on a "listening walk." During this walk the students are asked to listen and observe the sounds made by people working at their job. The sound made by an airplane, for example, could lead to a discussion of what careers are involved in this employment area. There is the pilot, the navigator, the flight attendant, the maintenance man, the traffic controller, the ticket agent and many more occupations within the airline industry.

"Where would I fit? What can I do best" What endeavor will release my potential? What and where are the best opportunities? These are some of the unanswered questions of youth on graduation night or earlier on dropout day. The school must do a more thorough job of putting the microscope on both the student and the world of work."

--Dr. M. Dale Baughman
Indiana State University
What Do Students Really Want?
Phi Delta Kappa Educational Foundation

The sound of a jackhammer could lead to a multitude of career opportunities, ranging from a city planner to the jackhammer operator himself.

The students should be asked to concentrate on the "process" rather than the "product" during the field trip. They should observe "what" the worker is doing and "how" he does it. They should attempt to relate how he uses reading, writing, arithmetic, human relations skills, and the other subjects, on his job.

Follow-up resource person

After a field trip it is essential that a resource person from the office or plant visited or a similar career area be brought into the classroom to answer any questions the students may have. The students and the resource person should be "prepped" to ask and to expect questions that deal primarily with:

1. Why a person works
2. Why he does that type of work
3. How he uses school subjects on his job.

The Awareness phase of Career Education emcompasses all students from kindergarten through sixth grade. The business-industry-labor community will help these elementary students to be aware of the world of work and help them understand the educational requirements for work.

CAREER EXPLORATION

In this phase of Career Education students begin to explore the career clusters and the requirements for entry and success in these broad occupational areas. When the student has explored all of the broad career areas, he selects one or two that he is most interested in and begins to explore specific occupations within that cluster in more depth.

Exploratory work experience

Only a certain amount of Career Exploration can take place within the classroom environment. The remainder will require some hands-on work experience where the student will have a chance to observe, ask questions and actually engage in that

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"We have been holding young people in enclaves of dependency and irresponsibility, to a degree no other major society ever has. We have made meaningful contact with work uniquely difficult, then we expect a sudden transition from full time in school to full time on the job. The evidence shows that the transition is harder and less effective in the United States than in any other industrial nations."

--Fred T. Wilhelms
What Should the Schools Teach?
Phi Delta Kappa Educational Foundation

career. This exploratory work experience can take the form of the "Day on the Job," where a student spends the day with an employed member of the community working in a career that the student has expressed interest in.

Internships in business and industry are another method that can be used in helping students to explore and understand the world of work. In these internships, the student may spend two to three hours a day for a period of three to five weeks with an employed person. This exploratory work experience will not only help the student develop realistic and obtainable goals, but may provide many other benefits as a result of interaction between students and adults in realistic occupational settings. These benefits may include:

--Learning that the basic skills are essential and how they are used in various careers.
--Gaining a broad understanding of the world of work.
--Bridging the "generation gap" between youth and adult - on the part of both groups.

This phase of Career Education will also require the business-industry-labor community to provide resource people to talk to selected groups of students about the requirements, abilities and preparation needed for a person engaged in that career. In some cases the resource person can bring the "tools of his trade" into the classroom and can give a demonstration there; in other cases he could use audio-visual aids to bring his career into the classroom. The resource person should be briefed in advance on the information he should talk about. This information includes:

1. Job duties
2. Requirements and qualifications
    a. Interest and aptitudes
    b. Personal requirements
    c. Physical requirements
    d. Education, preparation and training
3. Job outlook
4. Job locations
5. Wages and hours
6. Fringe benefits
7. Advancement opportunities
8. Related occupations you can advance to
9. Advantages and disadvantages of this career

"Boys should spend an hour or two a day in school, and the rest of the time work at home, learn some trade and do whatever is desired so that study and work may go together, while the children are young and can attend to both."
--Martin Luther, 1524

CAREER PREPARATION

It is axiomatic that the school alone cannot provide its students with real life work experience for Career Preparation. Too often the equipment used in job preparation in the schools is seriously outdated. The cost of providing up-to-date equipment for all Career Preparation would be prohibitive for any local school district. For these reasons, it becomes essential that the resources of the community be used to the optimum, while making sure that employed members of the community are not dislocated from their present jobs. This should not be considered either, as a source of cheap labor, and the student should both be paid and be given course credit for this experience in the Career Preparation phase (11th and 12th grades).

While this aspect of Career Education is one of the most important, it is also the one that may be the most difficult to completely achieve. If we consider that all students will be prepared with an entry level skill upon leaving formal education, then it is apparent that the co-op and work-study programs must be considerably updated and expanded to include the other careers available in the community. It is unrealistic to expect only a few employers to absorb this Career Preparation for students. It becomes essential that all employers be a "part" of this "partnership."

"The counselor is uniquely qualified to assume the central role of orchestrating the many parts of education that must flow together if career education is to become a reality."

—Dr. Sidney Marland, Jr.
Former U.S. Commissioner of Education

CURRICULUM DEVELOPMENT AND UPDATING

The collaborative effort between educators and the business-industry-labor community will enable the teacher to infuse career implications into all subject matter. The student can then see the importance of the mathematics, communications and human relations that a successful plumber or salesman or carpenter must have. The business-industry-labor community can provide specific examples of how people use educational information in their everyday lives.

The advice and counsel of employers and employees is also needed in designing and updating courses in specific occupational training.

If one of the major goals of Career Education is the preparation for work, then we must also be concerned with economic education. We cannot prepare young people for work without explaining what work is and why it is possible. This is economic education.

The business-industry-labor community must work with educators in the designing of a curriculum that illustrates the American system of free enterprise. One of the best ways to illustrate the economic system, while combining it with the world of work, is what we prefer to call a junior "junior achievement." The elementary teacher can solicit sponsorship from a local business or industry through the Career Education Action Council. This business or industry will then help the class to set up its own corporation. In more affluent school districts the students themselves could be asked to invest in this corporation. In less affluent school districts this initial investment could be borrowed from the sponsoring organization or from a special fund in the school district. The class would then decide on what they were going to produce and then begin purchasing the required materials. A record is kept on the costs of all of this material.

Production begins, let us say, on birdhouses. A record is made on all the materials used in the birdhouse--lumber, nails, glue and paint. Perhaps the total costs of materials is $1.50 per birdhouse. A decision now must be made on the

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"....The employment of youth is literally nobody's affair."
--James Conant
Slums and Suburbs

selling price. We shall have to consider the wage payments to the students who produced it, the repayment of the loan, or investment, and interest charges, or dividends. Overhead and taxes must also be included in the selling price.

This could be a most effective method of illustrating our basic economic system, while giving the students work experience, and relating mathematics (computing the material costs and the selling price required to make a profit), communications (advertising it for sale), and salesmanship (the marketing of the birdhouse).

The resource person could also be used in the classroom to illustrate how his or her particular company operates in our free enterprise system.

"A situation can easily be envisioned that finds both school and business-industry personnel anxiously waiting for the other to initiate action leading towards implementation of these concepts. Career Education is too important to fail simply because no one feels it is proper for them to take the initiative."

--Chamber of Commerce of the
United States
Career Education & the
Businessman

IN-SERVICE EDUCATION

Educators are the key to the success of Career Education, and if they are to help young people to understand work, what it is and why it's possible, then they must also have work experience and information that will enable them to teach the career implications of their subject matter. In some cases the educator has left high school, entered college, gained his degree and re-entered high school as a teacher or counselor without any meaningful work experience. We suspect all have worked, at least part time, but much of this employment may have been as waitresses or gas station attendants, and these "occupations" are readily observable to all of us each day.

Work experience for educators can take a variety of forms:

In Alma, Michigan, the accounting teacher, for example, is spending one half a day per semester working with an accountant in a local business. The second half of the day the business accountant will go into the classroom with the accounting teacher to help teach the class. This is not only work experience for the teacher, but also educational experience for the businessman. Each can learn from these experiences.

Another method of providing work experience for educators is by summer and vacation employment. In Atlanta, Georgia, work experience is provided educators in entry level jobs open to high school graduates. Each educator, at the conclusion of his six weeks of employment, wrote of his feelings and impressions about his job, and this has been compiled in book form and made available to other teachers, counselors and students to give them a vivid, first-hand impression of

> ". . . Business has a role constantly to re-examine the public educational system in an objective, dispassionate way, to explore how resources are being used, and to promote improvements for the benefit of the schools, the pupils in them and the society as a whole."
>
> --Public Education in New York City

that particular aspect of the world of work. It is essential that this work experience have some definite educational objectives and not be merely a means of supplementing the educators' income. We would like to see all colleges of education award credits towards a masters degree because of this work experience.

Another means of providing work experience is a "job trade" between an educator and an employee for a semester. The drafting teacher, for example, would work in a draftsman's job in local industry and the industrial draftsman would teach drafting in the school. This would require the relaxation of some requirements for certification; and the industrial draftsman should be carefully screened, because an excellent draftsman may not make an excellent, or perhaps even good, teacher. We would suggest that this "new" teacher be given two weeks of intensive preservice training in the methodology of teaching. This training can be done "in-house," but a college of education could also be contracted to provide this training.

Information provided to the teacher by the business-industry-labor community can take place in seminars and workshops where the educator can "rap" with other participants about the world of work and its relationship to his area of expertise. These "rap" sessions should be well structured to avoid the waste of any time. The format should be designed by the Director of the Career Education Action Council, and the teachers and counselors should be briefed in advance of the workshop or seminar on what the objectives are and what information should be gained.

COUNSELING

The concept of Career Education dictates that the counselor must wear many hats in giving counsel, advice and guidance in response to the student's personal, academic and occupational needs. The counselor must know the individual student, his interests and abilities, and he must know the individual job, its requirements and responsibilities, and then help match the student with a career where work will be possible, meaningful and satisfying. Using this definition of counseling responsibilities, it is apparent that the counseling function is beyond the knowledge and perception of any individual or group.

Stop to consider that the U. S. Department of Labor's Dictionary of Occupational Titles lists about 24,000 different occupations and that many of these are in a state of flux, because of innovations and technological changes that have been and will continue to be occurring at an accelerating pace. For example: 60 per cent of the products to be made in the 1970's had not even been invented in 1969 (Stanford Research Institute). By the year 2000, two thirds of today's kindergarten students will fill jobs not in existence today, and there will be 30,000 different occupations in 1980 as compared to 24,000 today. Using these examples of what we can expect in the future world of work, it is apparent that the counselor/educator must work closely with qualified personnel from business, industry and labor as well as from all other employment areas in the community.

An important part of Career Development is to help the student become aware of himself and provide access between his potential and what the world of work has available to the individual (job opportunities). This will be an important function of the counselor/educator, but the business-industry-labor community must also be involved in the career specifics of counseling. What better source of information could an inquiring student interested in a career as a "cytology technician" have than to talk with an employed cytology technician that knows the skills, attitudes, abilities, etc. required in that specific career? Only by an integrated working relationship between the counselor and the employers and employees can we help the student make the right choice in his career--a choice where work will be possible, meaningful and satisfying.

Business-industry-labor expertise can be used in three primary ways:

In-Service for counselors

This information on basic qualifications, work requirements, education, attitude, abilities, etc. can be provided to counselors in workshops, where businessmen and labor leaders discuss their careers in detail.

A suggested format for these workshops will be to use the VIEW format. VIEW, which stands for Vital Information for Education and Work, is operating in most states and many school districts. This is an excellent program that will help the student make a career decision based on choice--not chance.

If your school system does not have the VIEW program, information on what it is can be obtained by writing your State Department of Education or:

Regional Career Information Center
San Diego County Department of Education
San Diego, California 92101

As good as this program is, it still does not include all careers, and the information is usually generalized on a state basis, not allowing for regional differences. For example, the job duties of a receptionist may be the same, but the salary may vary markedly from a rural to a metropolitan job location. Information on the communities' particular job needs can be used to expand, update, and localize the VIEW materials. Again, this information is basic counseling information that counselors can use to help young people to be oriented to careers.

Specific career counseling

As the student begins the exploration of specific careers within the cluster or clusters that he is interested in, the business-industry-labor community must help the counselor to help the student make a tentative choice as to what career the student will begin preparing for in grades 11 and 12. Youth in this aspect of career counseling will usually be in the 14 to 16 age group (9th and 10th grades).

The best counseling is "on-site" counseling and arrangements can be made through the Career Education Action Council to have the student spend some time with a person working in the career of his or her interest. The student then spends from an hour to a day observing, asking questions and getting some hands-on experience. The student should be prepared to ask the specific questions that the counselor/ educator is unable to answer to avoid wasting the time of the worker.

If a number of students are interested in exploring a career in more detail, a resource person can be brought into the classroom to counsel the group.

A goal of Career Education is to help make work meaningful, satisfying--and possible--for all of our young people. The "possible" part of our goal implies placement in a career that is meaningful and satisfying. What is the purpose of helping young people to become aware of both themselves and the world of work in grades K-6, to explore various careers in grades 7-10, and to prepare to enter a career by learning an entry level skill in the career of their own choosing in grades 11-12...and then not be able to obtain a job?

While the school system should have the responsibility for placement, the counseling department is the most logical place for placement. If the counselor has "guided" a student through school and has developed a working relationship with the employers in the community, he should not have much difficulty in helping with the "possible" part of the Career Education goal.

Employability skills must be developed long before graduation day. The students should have developed their resumes that tell the employer 1) who they are, and 2) their qualifications for employment. The should begin developing a portfolio, a detailed collection of information about themselves and a list of references from people who can vouch for their work and personal abilities. Students should be briefed on how to prepare for the interview, how to make out the application for employment, and how the interview is conducted. One of the best methods of accomplishing the latter is to invite a personnel manager from a local firm and have him conduct a "mock interview" in front of a class in employment preparation. Students should be briefed on what employers look for in their prospective employees as well as factors that insure "job success" once employment is gained.

The Career Education Action Council has a very important role in job placement. All employers should be requested to keep the Council informed of all job openings in the community and to work with the Council in projecting job demands and opportunities in the community on both a short- and long-term basis.

"And here, I would address a word of friendly caution to my associates in industry. The development of sound teaching resources is not a do it yourself project. Teachers may lack expertise in business; and more's the pity. But businessmen are even more lacking in the expertise of education."

Romney Wheeler, Vice President
Consumers Power Company

MANAGEMENT/SERVICES

Mr. Administrator, how are your public relations? Have you had difficulty in having your millage requests approved? Let us show you how this partnership can benefit you!

We feel the best way to improve public relations is to place some of the responsibilities that you are burdened with in public education on the public. If you request the help of the public in solving public education's problems, we are confident that they will respond to your plea for assistance. And if the public feels that they are genuinely involved in helping to improve education--if they think that they are helping to insure that all students have the option at graduation of immediately entering employment or continuing their education at the university, community college or trade school--we are confident that you will receive all the support, both financially and in volunteered time, that you request.

We know of one school system that had two millage requests defeated in one year. They formed a partnership with the community and began implementing the concept of Career Education. The next millage election was approved over 5 to 1 by the voters. It is also worthy of note that when these employed people in this community were asked to have a student spend a day with a person on his or her job, where the student could observe, question and get some "hands on" experience, they had more volunteers than students to go around.

We know of another school superintendent who went before his local chamber of commerce and requested their assistance. Within 24 hours the Chamber had organized working committees and within two years the school district had a $21,000,000 occupational education center.

We know of an inner-city Detroit school that formed a partnership with Michigan Bell Telephone. The students are progressing faster than any other Detroit school and they are beginning to believe in themselves. A similar partnership is taking place between Chrysler Corporation and another Detroit inner-city school.

There are countless other examples of ways that the resources of the community have been used. It is the purpose of this section to illustrate how this partnership can help the school's image, the administration and the students.

Information and public relations assistance

The occupational community can assist the schools in building an Occupational Information Library. Each sponsoring organization can purchase a subscription for magazines that deal specifically with their products. They can also provide video-tapes, filmstrips and other audio-visual aids that can be used by teachers, counselors or students. We have already mentioned public relations. Every major business and industry has specialists employed in this area and these specialists could provide valuable assistance in selling the school and its programs to the public.

Consulting

Education is big business. If you have been faced with a decision to repair or replace, to build or remodel, to hire more custodians but you don't know how many, or to implement program budgeting but you don't know how--the community has many resource people that can assist you--on a volunteer basis, in determining the most cost-effective methods of achieving your goal or solving your problems.

Tutoring

There are many students, for a myriad of reasons, who are in academic need. These students have fallen behind their classmates and require individualized instruction to catch up. Tutoring can be done in the home, at school, at the office or at tutorial centers, and usually at the convenience of both the student and the tutor. The community has a wealth of volunteers: Housewives, retireees, and employees, that could serve as tutors for these students in academic need.

SUMMARY

There are countless resources in the community, both human and physical, that can be used in Career Education. There is the bakery, and the baker; the post office, and the postman; the pharmacy, and the pharmacist; the machinery manufacturer, and the machinist. The list is seemingly endless.

This handbook has attempted to illustrate some ideas-some guidelines- as to the ways these resources can be used within the Career Education concept, resources of the community that can be used by educators for the benefit of the students.

It must again be emphasized that the specific plans for business-industry-labor involvement must be the responsibility of the director of the Career Education Action Council, or in the absence of such a council, of the educator.

Our objective is to bring the community together to work with our schools to provide real-world information and experiences to our students.

We hope this information helps to accomplish that objective.